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THE CENTRAL STATES SPEECH JOURNAL

NOVEMBER, 1950

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1951 MILWAUKEE CONFERENCE

PRESIDENT WILLIAM M. SATTLER

The 1951 Conference of the Central States Speech Association will be held at the Hotel Schroeder, Milwaukee, Wisconsin, April 20 and 21.

Among the general organizational chairmen for the 1951 meeting are Hugo E. Hellman, Marquette University (Local Arrangements); Orville A. Hitchcock, State University of Iowa (First General Session); and Lionel Crocker, Denison University (Second General Session).

Sectional meetings planned include:

Correction and Science: Audiology, Articulatory Problems, Cleft Palate and Cerebral Palsy, General Semantics, Stuttering, Speech Correction in the Public Schools, Experimental Phonetics, and Speech Science.

Interpretation: Teaching Methods in Oral Interpretation, Criteria for Evaluation and Criticism of Oral Interpretation, and Reading Hour.

Pedagogy: Audio-Visual Aids, Basic College Speech Course, High School First Course, and High School Forensics.

Public Address: College Debate and Discussion, Group Dynamics, Rhetorical Theory, Speech in Business and Industry, and Studies in Public Address.

Radio and Television: Educational Radio and Television, Design and Equipment for School Radio Studios, High School Radio Workshop.

Theatre: College, High School, and Children's Dramatics.

Work Conferences: Communications and Problems in High School Speech.

Speech teachers in Wisconsin have been extremely helpful the early planning for our 1951 conference. In addition to the direct assistance from a score of individuals, the Wisconsin Speech Association and the Wisconsin Speech Correction Association are working in cooperation with CSSA. We believe we shall have a highly successful meeting in Milwaukee on April 20 and 21.

The Central States Speech Journal

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RALPH BROWNELL DENNIS

JAMES J. BARRY

"Russia? Now as always the land of the question mark! What is going on there? What are they trying to do?" In clipped staccato words Ralph Brownell Dennis posed those questions in an address presented before the Union League of Chicago, on December 12th, 1918.

"Nickolay Lenin once confidently predicted the downfall of this country. Other Russian communists have likewise predicted the downfall of this democracy. Several thousand American communists and others of like stamp are working night and day for that end. Shall they succeed?

"I venture to predict that if the time ever comes that Reds of this country, or of any other country, venture to use force to overthrow this government that certain voices now stilled in death will once again be heard in the land—the voices of Washington, Lincoln, Roosevelt will be heard crying, 'Americans! ARISE! Awake!' and from Walla Walla to the Florida Keys, from the rocky shores of Maine to San Diego, there will come a murmur as of people awakening from sleep. Doors will open and close, men will step into the streets, marching men will gather in public squares, and voices will be heard singing, 'We are coming, O our country, many million strong,' and the spirit that filled the breasts of the boys in khaki will flame again in the breasts of millions of men and women. And by this faith in people, faith in the righteousness of men and women, faith founded upon the immutable laws of God's justice, upon the unchanging laws of a great and mighty God, the God of our fathers, the God of our children, America will endure."

Who was this man, this man whose faith in God, in the individual, in the Nation, and in democracy were expressed so profoundly, if not prophetically, almost thirty-two years ago?

JAMES J. BARRY *resigned his position at Queens College in June and is now working on his dissertation.*

Ralph Brownell Dennis was no soothsayer, no statesman. He was, in fact, an extraordinarily simple man with simple tastes. He was a man who liked people, who believed in the capabilities of each individual he met, regardless of his race, creed, or color. He was a man who read, read many books, carefully and critically; he was a man who had traveled extensively within the narrow confines of the seven seas. But above all, Ralph Dennis was a great human being with unusual preceptive powers coupled with an understanding heart.

Professionally, Ralph Dennis liked to think of himself as a teacher, but teaching, to him, did not mean that one had to be confined to the four walls of a classroom. He, himself was no scholar in the strict academic tradition, for aside from his Bachelor of Arts degree, he held only honorary degrees which included a Doctorate from Wabash College, but Ralph Dennis believed that every teacher should know something about "life" before he or she was able to do an effective job in the classroom.

Ralph Dennis was born and raised in the small midwestern town of Trear, Iowa. As a youth, he pedaled on his bicycle some three hundred miles to the doors of the Cumnock School of Oratory on the campus of Northwestern University. There he remained, studying under the founder of the school, Robert McLean Cumnock. At that particular time, private instruction was *the* integral part of the School of Oratory, and Ralph Dennis was fortunate to have as his teacher Miss Agness Law. Both Dr. Cumnock and Miss Law were responsible for selecting Dennis as successor to Cumnock. Thus Ralph Dennis became the first Dean of the School of Speech. He guided that school through thirty-three years of academic growth.

Cumnock had one primary aim—to train people to read well, to recite well, an art in which he was a master. Agness Law, on the other hand, taught chiefly by indirections rather than by imitation as did Cumnock. The result was that Ralph Dennis combined the oral skill of his predecessor with the intensity and awareness of Agness Law, retaining at the same time his own individuality, imagination, and philosophy.

During the first World War, Ralph Dennis volunteered his services as a Y.M.C.A. worker overseas; he was later a Vice-Consul in Russia at the time of the revolution. His travels took him

to Europe again in 1926; in 1939 he embarked on a trip around the world. There was hardly a place in the United States, Canada, Mexico, and the South American countries that he did not at one time or another see. But always his primary interest lay in talking with people, in learning their ideas, their manners and customs. This vast background he brought to the classroom incorporated within a dynamic if not unique personality. He not only commanded attention, but penetrated the most dire skepticism his students might have.

"I agree," he once said, "with Stuart Pratt Sherman that students want something badly. They want to be licked into shape, to be used, to be made to function in this world. It is our job as teachers of Speech to find a way to awaken and liberate the life of the student, to make him come alive. It is our task to kindle the will, the emotions, to sensitize the mind, to fill it with light and make it desirous and eager."

This "dictum" became the golden rule by which Ralph Dennis lived and taught. By means of such a concept, he equipped prospective teachers of Speech to assume their places in the field and gave them the tools by which to make a life, as well as a living.

"Our purpose," he explained in describing the philosophy of his faculty, "is to give the students the ability to present themselves and their ideas effectively in their private and public contacts with people. We wish our students to have a background of knowledge in science, history, economics, psychology, and the like, but we desire, too, that they have the ability to organize that knowledge and to use it in all their speaking contacts with men. We train people in the hope that they will become intelligent and constructive forces in their home communities, regardless of their line of work in the community."

As a teacher, the "Skipper," so named by his students, was both loved and respected. Few of those who knew him can forget his voice, a voice that somehow cannot be stilled: "Bully, to you, I sez. . . . Let's work together, pull together. . . . By Jove, I think you've got it. . . . You ought to read that book. It says something real. . . . Hi! ole dear, how's the work going? . . . . Do it, it's action that counts. . . . This is hell, but the directions say take it."

To those who worked with him on the faculty, Dean Dennis was a friend. His was no rubber stamp administration. If he didn't like something, he said so and the same privilege was extended to those who worked under him. "We are a team," he used to say, "working together for the good of the student." And Dennis had the great gift of getting people to work together. He called for, asked for, and sought after original ideas and plans. He had the good sense to give his teachers freedom in working those plans out. If an idea or plan was considered good by the faculty, it was always developed in a fine spirit of cooperation.

On the national scene, Ralph Dennis fought for certain criteria which he felt was needed by every teacher of Speech. He urged requirements for graduates in the field of Speech be such that half their undergraduate work include courses in argumentation and debate, extemporaneous speaking, persuasion, storytelling, play production, and teaching methods. He urged, too, for a sane conception of platform speaking as a means of simple communication, "different only in degree from ordinary conversation." He pleaded, as early as 1910, for a more scientific knowledge about the voice and its production, for a greater, fuller conception on the part of Speech teachers in instructing people to *think.*

Though his Deanship was, for the most part, one in time of national reformation within the Speech profession itself, where standards, ideas, and concepts fluctuated and were outmoded with each passing year, Ralph Dennis kept pace with these changes, displaying a tolerance that held no ironclad devotion to any particular school, theory, or thought.

Even though Ralph Dennis commanded a place of national eminence within the Speech field, he wrote very little. One article entitled *One Imperative Plus,* written in the early twenties was all that he ever published with regard to any phase of Speech. In 1919, while a lecturer on the Chautauqua Institute, one other speech entitled *Bolshevism, What or Why* was printed in booklet form. But his failure to write in no way prevented him from speaking. It would be impossible to estimate the number of speeches that he presented during his life. His personal files contained hundreds of notes which he used at various times to deliver his lectures and readings, and numerous times he was called upon to present impromptu speeches.

His "Materials and Backgrounds" course for Oral Interpretation was the epitome of the man. Ralph Dennis therein combined the essence of creative thinking with the proper evaluation of four years of college life. Appending a small fee, aside from the tuition, the Dean invested in thirty books,—most of them his favorites. Course requirements included a daily journal of events that "pricked you into a consciousness of living. Read one of these books every week," he told his class, "and submit, not a book report, for I have read the books—but rather describe what the book did to you. Did it make you think? How? Why?"

The last assignment, and how the Dean liked to announce it. "There is no final examination in this class. You write a term paper. Subject: 'ME', subtitle, 'How I Got This Way'."

At semester's end Ralph Dennis had inevitably succeeded in opening the mind and heart of every student in the classroom. He had planted the seeds for growth. "They must be planted," he said, "largely by indirection, but any good teacher worth his salt must do it."

In June of 1942, Dean Ralph Brownell Dennis reached the age of retirement. It is doubtful if he wanted to retire, for living, to him, was not a process that stopped the physical age. Three months later he died in Mexico. Typical of the man were the instructions he gave: There was to be no pause in the school's routine, no memorial service. Someone might, he suggested, "stand up in assembly and say, 'We knew him. He was among us. He is no more. Close ranks and forward march'."

But the ranks can never be closed completely. His shadow like that of all great men, still touches the lives of those he influenced. His students use his measuring rods; his dynamic mind still jolts them out of mediocrity; some parallel of his thinking lives in their teaching; they see more sharply, understand more deeply, because he directed them in the ways of awareness.

The "Skipper" lives on, not primarily as a teacher, nor as Dean of Northwestern's School of Speech, but as a great human being who knew the importance of speech as a means of communication, but who knew, too, that speech is only as effective as is the individual who utters it.

DRAMATICS IN THE LIBERAL ARTS COLLEGE*

EDWIN BURR PETTET

The purpose in theatre education has been carefully delimited in the university theatre departments, and for the most part it stands approved. But one question remains unanswered —for that matter unasked—to what extent is the purpose of theatre in the liberal arts college consistent with that of the university? A glance through the liberal arts catalogues' curriculum offerings in theatre discloses a sad commentary on the meaning of a liberal arts education. For it is little more than a university curriculum in miniature, with the values and force of the original lost. Whereas there may be justification for Ohio State offering twenty-four courses in theatre including three courses in acting, two in directing, three in stagecraft and design, one in stage make-up, one in lighting and two in costuming, there is no philosophy of education to justify such courses for the liberal arts curriculum.

Yet, select at random from among the college catalogues and you will find the university pattern repeated over and over again. Here, for example, is a typical schedule of courses for a drama major in one of our liberal arts colleges: Dramatic Production, Introduction to Technical Production, Acting, History of Drama, Dramatic Production (at the 200 level), Introduction to Stage Design, Dramatic Production (at the 300 level), Technical Production, *Advanced* Dramatic Production, Essentials of Speech and Dramatic Speech. Only one English department course is recommended—Radio Writing.

In the earlier pages of the catalogue the administration speaks of its purposes and defines the aims of its teaching: "Liberal education is distinct from professional education in being concerned with freeing the mind, with setting it to work on matters of common concern to all thinking men. It demands a minimum of technical and applied knowledge, a maximum of fundamental analysis and reflection. . . Learning for the sake

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EDWIN BURR PETTET *is Assistant Professor of Theatre and Speech at Carleton College.*

*Delivered at the 1950 meeting of the Central States Association at Columbus, Ohio April 14, 1950.

of the man who is educated, not merely for the sake of what he will earn with it." Obviously an arm is working at cross purpose with the torso here.

No college speaks more glowingly of the meaning of a liberal education than does Carleton, yet until a few years ago, Carleton offered five courses in theatre, none of which was substantially above the level of manual training. The instructors were university trained; so it was in the nature of their training, if not of their wisdom, to do for their liberal arts students what had been done for them for another purpose and toward another end in their university schooling.

The liberal arts college is not a training ground for professionals. That can be left to the university with its staff, facilities, and, greater than these, educational justification. When the college attempts to compete, it does so lacking all three and at the peril of defeating its own and special purpose—a purpose as specific and meaningful as that of the theatre in the university. It is different, not a better, purpose, nor one less important in creating an educated America. Our graduates in theatre must leave us with the same thoughtful, scholarly and liberal training that the English, Philosophy, History and Art majors receive. Or, as the Carleton catalogue defines the aims: it is "to graduate informed and critical citizens with a real sense of their moral and social responsibilities."

We may safely de-emphasize the so-called practical aspects of theatre training. In a country where every other growing boy is a potential automobile mechanic at the age of sixteen, we need not, in fact we dare not, spend his educational time at crafts and methods. I have never seen a high school play in which the scenery and lighting were not superior to the understanding, the vision and the intellectual depth before me on the stage. The theatre has been called two boards and a passion. There is not a student at Carleton interested in theatre who cannot, with a little practice, produce those two boards adequately or better. But what must concern us is the passion. And we do not need a selection of courses in acting, play production and stagecraft to engender that. The world has not lost its Aristotles, its Antoines, its Bernard Shaws, its Appias, Lessings, Racines, Stanislavskys and Molières for want of undergraduate courses in make-up and

directing for them to attend. Nor is a Robert Edmond Jones or a Lee Simonson produced by a course in scene design or by ten. And when they speak to us, one talks of philosophy, the other gives us a critical history. They do not teach us how to design scenery or build settings.

With a concentration upon the superficial and insignificant, we hope to have found the short-cut to producing students who will be successes. What in fact we have evolved is a slick machine for producing mediocrity. Unconsciously, we have fallen under Johnson's curse of "we who must live to please must please to live." I had a letter recently from my assistant director at the Provincetown Playhouse who is studying for his doctorate at one of our leading graduate schools. In part his letter reads: "I'll graduate next spring with as much technical knowledge as they can throw at me and with as much directing and acting ability as I came with. In three years they haven't been able to convince me that all love scenes are played down right and that Stage Pictures are the great gods to worship. My school makes the best sets, the neatest models and the most thorough production books of any theatre I've seen. Their actual productions are something else again—slick, fast, pretty and empty."

The great changes and mutations in the theatre during the past hundred years have come from the untrained rebels. They lacked everything "theatrical," but they possessed conviction. It is our good fortune that they had no theatre departments to train the conviction out of them. Antoine was refused admission to the Conservatoire and started the Theatre Libre with some amateurs in a rented hall. Shaw began his dramatic career by writing a play to help Grein justify the Independent Theatre. Yeats used some curtains and a harp to inaugurate the Abbey. The Provincetown Players freed the American theatre from Bronson Howard's spurious dramatic theories in a tiny shack at the end of a wharf, and Hedgerow is still the mecca for those who want to study theatre without formulae.

Today rebels are not easy to come by. The romantics among us are harder and harder to find. It is difficult to remain a vessel for a burning flame when one is surrounded by master minds prepared to explain exactly how to do everything. How to write a play; how to act; how to direct a play; how to design scenery;

how to light a play; how to produce a play. Our preoccupation in education with how to do things has grown to the intensity of a mania during the last twenty years. We offer courses in how to sew, how to cook, how to drive a car, how to teach, how to teach teachers to teach. One university offers credit for "How to fish for trout."

The liberal arts college must not lend itself to the philosophy behind such practice. We will not want for journeymen of the theatre. The universities turn out thousands of trained workers each year—something more than enough to keep the theatres of America supplied and the cameras of Hollywood turning. It is the obligation of the liberal arts college to educate, not to train. If the word culture is to be more than a pseudonym for veneer, it dare not be less than the enlightenment and refinement that emerges from an absorption in and a profound experience with the best that has been thought and said in the world. If we produce this enlightenment and refinement, talent will find its own way and the practical matters will take care of themselves.

Yet year after year we send out half-educated technicians, penalized culturally because we have failed to take our rightful place in the liberal arts framework, because too many of us are intolerant of the nature of growth. Impatiently we teach techniques and allow to pass unheeded the very heart and soul of theatre out of which technique may grow. I have seen this impatience with growth time and again in rehearsal where directors bring to their early work a completely mapped-out, carefully diagrammed action plot and minute by minute willfully destroy their students' imaginations in the holy name of a smooth production. This tyranny of the educational director, as Granville-Barker called it, is rampant in the educational theatre. We must do at the first rehearsal what we dare not wait to see emerge at the tenth rehearsal. We teach courses in play production, technical production and acting because we lack faith in the principles of liberal education applied to the study of theatre. We substitute craft training for material study because we seem unable to believe that out of understanding, out of a depth of fullness of mind, there will emerge enough practical know-how to produce a play. Such substitutions are costly to our students.

While we are teaching them how, other departments are teaching them what. Five years ago at Carleton the philosophy department was spending two weeks on Ibsen in the ethics course while the drama department was speculating on how Hedda Gabler ought to behave when she flirts with Judge Brack. Now Ibsen has taken his proper place, not as a script writer, but as a moralist in the theatre courses, and I have borrowed Santayana from philosophy for good measure.

But we do not have to rely on snatching back from other departments material valuable to them. There is a vast field for theatre study virtually untouched. Today, if the student is lucky, he will read Plato's *Symposium* in the English department. Certainly he will be exposed to the dramatic opinions of Coleridge, Hazlitt, Jonson; perhaps even Lewes. In philosophy he will read Aristotle's *Ethics*. But where will he study the *Poetics* and *The Art of Poetry* with the intensity of an English major at work on Chaucer? Where will he study Scaliger, Castelvetro, Chapelain, Boileau and Saint Evremond? Where will he give Lessing the attention his significance deserves? Where does he study the aesthetic principles of Vetruvius, Serlio, the Bibienas, of Appia and Craig with the same faithfulness to detail that the economics student reads his Adam Smith and Mill? Do the students in our play production courses give the depth of study to Hebbel, Racine, Strindberg, Henry James, Seneca, Molière and Jonson that our English department undergraduates give their Eliot and Hardy in the novel course? Are T. S. Eliot's and Francis Fergusson's and Eric Bentley's works on theatre criticism less significant to our ultimate purpose than the current volume on play production? Do we, in short, study the theatre the same way we study poetry, philosophy, history and political science? The theatre is greater in that it is more complex than any of these. It is compounded of man's social aspirations, the history of his successes and his failures, his habits, his standards of beauty and ugliness and his dreams. The theatre is the most articulate expression of his values. It reflects his moods, his temperament and his manners. Its study is the finest mental, artistic and spiritual discipline an undergraduate can undergo. And we snub it.

We cover this magnificent sphere of human achievement with a course or two in theatre history and return to our pre-

occupation with crafts and methods. We force an artificial facsimile of growth from roots that have scarcely touched soil. So impatient are we for effects that we take no time to provide the causes. Yet we have the material, fuller and richer in the story of mankind than any other single department in our school. And we have the talent. The scholarship among us is sound enough if only we would free it from the everlasting concern with frustrating techniques and methods. Read our periodicals; go to our conventions. We seem like a division of the School of Education.

But as a body of scholars in the liberal arts institutions we are in our infancy, we are still serving our initiate—and there is hope in that. The task of adjusting our curriculum to the meaning of a liberal education will not be an easy one; but at least it lies ahead of us, and it is in the nature of our subject to grow to a stature worthy of that meaning. The obstacles we must face are numerous and sizeable. Already too firmly set is the corroding tradition that ours is a field of application and not the study of material. For many years to come the new members who join our staffs will be technicians, competent as play producers but uncomfortable in areas for which their training has not fit them. And what of our colleagues from the Modern Language Association, the English teachers who are not always willing to repress their contempt for the un-scholarly play-acting which passes as our contribution to education? They will resent our encroachment upon their preserves of literature, aesthetics and criticism, doubtful of our ability to stand along side their department sharing equally in academic honors.

Not the least bloody of the battles must be waged with our graduate schools who have geared their entrance requirements to perpetuate the infamous practice of craft teaching at the undergraduate level. But the time will come when graduate administrations in theatre will say what the medical and law schools are saying now: "Give us the liberally educated student. We will train him in the special work of his choice."

I have said that we are impatient, that we indicate little faith in the purpose of liberal education. I know the problem is more involved than that. We are caught in a convention; there appears to be universal subscription to the trade school formula.

But in some quarters the picture is already changing. A number of colleges have disbanded their craft courses—or side-stepped them—building their theatre departments out of substantial intellectual materials. The way has been pointed, but the educational theatre in its college framework dare not rest secure until, from a profound realization of its role, skills shall have been replaced by the operation of a free imagination, a miscellany of historic fact replaced by scholarship, hysteria and blue jeans replaced by discipline and dignity, complacency by wonder, patterns by passion and commercial ambition by intellectual and artistic aspiration.

A PRELIMINARY ANALYSIS OF THE MISIDENTIFICATIONS OF NINE AMERICAN VOWELS

E. Thayer Curry

Introduction:

This is the report of an experimental study in which trained phoneticians were asked to transcribe nine American vowels presented at an intensity less than necessary for consistently correct identification. The intensity of the stimulus of the vowels in the study was reduced until a threshold of correct identification for each vowel was established. The results indicate that statistically significant differences in the intensity necessary to produce identification thresholds occur among the vowels tested. These results have been presented elsewhere.[1] Fourteen sounds were examined under conditions of reduced intensity. These included nine vowels, two semi-vowels, and three nasal consonants. We are concerned here with the results of attempts at vowel identification when the intensity was not sufficient to allow consistently correct identification.

Equipment:

The stimuli used in this study were recorded on a Presto Model 8N disc recorder from the vocalizations of a single speaker, an adult male, trained phonetician, General American dialect. The stimulus vowels were nine in number, presented in the familiar [t] — [p] environment which has been previously used in similar experimental studies. The nine vowels were: [i], [ɪ], [ɛ], [æ], [ʌ], [ɑ], [ɔ], [ʊ] and [u]; no [e] or [o] vowels were used. The two semivowels [r] and [l] and the three nasals, [m], [n] and [ŋ] were presented in an [ɑ] — [ɑ] environment. The record chosen for study was dubbed onto magnetic tape. The stimulus vowels and consonants were randomized in 14 orders, and the 14 new random orders on magnetic tape were now re-recorded. The experimental stimulus as used in this study, therefore, consisted of

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1. CURRY, E. THAYER. An Experimental Study of the Relative Identification Thresholds of Nine American Vowels. *Speech Monographs*, Vol. 17, 1950, 90-94.

14 random-order presentations of the nine vowels of the study (as well as five consonants with which results we are not here concerned).

The response to the stimulus which we have just described was given by 16 listeners, all of whom were trained phoneticians, senior undergraduate and graduate students who had had two courses in phonetics and whose phonetic capabilities were judged by the instructional staff as satisfactory for purposes of this study. These listeners were equipped with high impedance head-phones, carefully matched to the output of a custom-built sound reproducing system usually used for hearing aid selection. The sound system was calibrated in one db intensity intervals.

Method:

The record as made by the stimulus speaker was checked to ascertain that the vowels produced and recorded actually were faithful representations of the vowel intended. That the stimulus vowels actually were good representations is indicated by clear-cut evidence in the experimental data where at the higher intensity levels the stimulus vowels were correctly identified 100% of the time.

In the presentation of the random vowel orders some preliminary experimentation was necessary in order to determine approximately the lowest intensity level at which any of the vowels could still be correctly identified. Using this preliminary approximation, the stimuli were now presented to each of the 16 listeners, beginning at an intensity level approximately 14 decibels above the identification threshold of the sound with the least intense identification threshold. Using the 14 random orders, the records were played back for each of the 16 listeners at levels of intensity decreased successively by one decibel steps. The listener was invited to identify the stimulus by transcribing the sounds which he heard. The sounds were reduced over a total range of 18 decibels. At the playback level of lowest intensity, no listener was able to identify any of the sounds presented. The determination of a threshold of correct identification, from the transcriptions of the listeners, was found to be quite easy. Perhaps because the stimulus intensity presentations varied in one decibel steps, the point between continuously correct and continuously non-correct identi-

fication was very sharp in the experimental data in the case of each individual and for each vowel.

It was an experimental conclusion of Fairbanks, House and Stevens[2] that the intensity of each vowel would vary according to the particular phonetic environment in which the vowel was presented. The relative intensity of vowels given by Fairbanks, House & Stevens is the mean of a number of such phonetic environments and might therefore, be regarded as a more representative vowel intensity than the intensity occurring in any one phonetic environment such as has been used in the present study. In order to determine the relationship between more characteristic values as observed by Fairbanks, House & Stevens and the specific intensities used in this study, a Pearson *r* was computed; the determined correlation coefficient was .839. This indicates that the stimulus intensities used in this study bear a high correlation to a characteristic relative intensity which was provided by the data of Fairbanks, House & Stevens.

Table I. Tabulation of Misidentification of Vowels.

Sound Presented Misidentified as:	Sound Presented [i]	[ɪ]	[ɛ]	[æ]	[ʌ]	[ɑ]	[ɔ]	[ʊ]	[u]	Totals
[i]	x	3	0	0	0	0	1	0	20	24
[ɪ]	0	x	15	2	0	0	1	2	4	24
[ei]	4	35	6	1	3	1	3	0	0	53
[ɛ]	2	22	x	20	2	2	11	0	1	60
[æ]	1	0	55	x	5	4	0	6	0	71
[ʌ]	1	3	3	1	x	5	3	5	2	23
[ɑ]	0	1	1	7	22	x	6	2	1	40
[ɔ]	0	0	2	2	2	4	x	0	1	11
[oʊ]	2	9	3	5	3	0	43	10	2	77
[ʊ]	3	5	1	1	5	0	0	x	11	26
[u]	11	1	1	1	2	2	3	28	x	49
Totals	24	79	87	40	44	18	71	53	42	458

2. FAIRBANKS, G. F., HOUSE, A. S. and STEVENS, E. L. An Experimental Study of Vowel Intensities. *The Journal of the Acoustical Society of America*, Vol. 22, 1950, 457-459.

Results:

In Table 1 are presented the tabulations of 458 incorrect sound identifications. In the instance of each transcription the sound was presented at less intensity than was necessary for correct identification of the stimulus. Nine vowels and five consonants were presented. The tabulations deal with the nine vowels identified plus two dipthongs [ei], [oʊ], which were also identified by the observers. The consonant identifications are not presented in this table. Such a presentation as this table does not lend itself to ready statistical analysis. In addition, the purpose of this study was preliminary in nature, and, therefore, the author did not feel that rigorous statistical analysis would be justified. He feels, rather, that pointing out of certain appearances in the tables will be sufficient to indicate the need for further investigation in this area. Certain observations, among the misidentifications of these 458 presentations seem to justify comment.

(1) It will be noted from Table 1 that each vowel presented was not misidentified the same number of times below threshold. Yet, each vowel was reduced to a point of no response. This means that such vowels as [ɪ] and [ɛ] presented acoustic patterns which were transcribed many times below the threshold of correct identification; whereas such vowels as [i] and [ɑ] were transcribed few times below the same threshold. This seems to be a matter of difference for each vowel; some vowels were identified four times as often as other vowels below threshold.

(2) It will be noted that most of the misidentifications were vowels adjacent in the vowel triangle to the correct sound, as might have been predicted. That is, the sound [ʌ] was heard as [ɑ] and the sound [æ] was heard as [ɛ] more often than any other misidentification.

(3) What might not have been predicted from a phonetic analysis of the sounds is that there were relatively few neutral vowel transcriptions; these account for 23 of 458, or only 5% of the total. Previous speculations about the results of this experiment led the author to believe that many of these vowels below the threshold would probably be identified as neutral vowels; the results did not substantiate this prediction.

(4) Two misidentifications seem to be of special importance. The misidentification of [i] for [u] 47.6% of the time and [u] for [i] 45.8% of the time suggests that similarities in harmonic structure of these two sounds cause the vowels to be identified as one another at low intensity levels.

Table II. Percentage of Vowel Misidentifications [by Sound Types].

Sound Presented Misidentified as:	Sound Presented [i]	[ɪ]	[ɛ]	[æ]	[ʌ]	[ɑ]	[ɔ]	[ʊ]	[u]
Front	22.6	73.2	87.3	57.5	19.2	24.1	19.0	11.4	45.5
Back	51.6	19.5	9.2	40.0	65.4	20.7	61.9	57.1	27.3
Neutral	3.2	3.7	3.5	2.5	xx	17.2	3.6	7.1	3.6
Semi-Vowel or Consonant	22.6	3.7	0.0	0.0	15.4	37.9	15.5	24.3	23.6

5) In addition to the two cases which we have just pointed out, other misidentifications seem to merit comment. These include [oʊ] for [ɪ] in 11.4% of the instances, [ɛ] for [ɔ] in 15.5% of the instances, [æ] for [ʊ] in 11.3% of the instances, and [ʌ] for [ʊ] in 9.4% of the transcriptions.

(6) A glance through the 90 cells of Table 1 shows that the transcriptions are not distributed according to chance. It might be assumed that below a presentation intensity necessary for correct identification that vowels would tend to be identified by chance. However, the materials of Table I indicate that there is a large concentration of the total number of misidentifications in a relatively few cells. Actually, 14% of the cells contain 66% of all of the misidentifications, 10% contain 56.8%. 42% of cells contain 3.7% at the other end of the concentration, and 23% of the cells actually contain no transcriptions at all. This would suggest to the author that there is in this study evidence of need for further examination of the recognition characteristics of vowels when they are presented below their threshold intensity.

In Table II are presented percentages which attempt to analyze further these misidentifications. The misidentifications for each of the 9 vowels of the study are presented as percentage in four categories: (1) misidentification as a front vowel (2) misidentification as a back vowel (3) misidentification as a neutral vowel and (4) misidentification as a semivowel or other consonant.

From a study of Table II the following observations seem pertinent:

(1) The four front vowels of the study were misidentified as some front vowel (other than itself) an average of 60% of the presentations; in contrast to this the four back vowels of the study were misidentified as a back vowel (other than itself) only 42% of the presentations.

(2) The front vowels were misidentified as back vowels 30% on the average; back vowels were misidentified as front vowels 25% of the presentations.

(3) The front vowels were misidentified as the neutral about 3% of the time on the average; the corresponding figure for back vowels was 7.9%.

(4) The front vowels were misidentified as semivowels and consonants an average of 6.6%; the corresponding figure for back vowels was 22.8%.

Summary:

Trained phoneticians transcribed vowels presented at low intensity levels. The misidentifications of these vowel sounds do not appear to be distributed according to chance among the many possible choices. This has been a preliminary study in this area of vowel identification and the author is of the opinion that sufficient evidence has been obtained to warrant additional investigation, by more refined techniques, of the recognition characteristics of vowels at such low intensity levels.

THE CASE FOR CREATIVE RESEARCH

CHARLES F. IRVIN

Current educational philosophy implies that education must provide many experiences in utilizing creative resources and in the creative aspects of thinking. Does creative research have implications for current educational practice? True, the speech field has contributed more than other fields to creative research. Schools like Iowa, Ohio State, University of Michigan, Denver, and Michigan State are turning out creative theses on the graduate level. This is highly commendable. A glance through any collection of graduate thesis subjects will bear out the evidence in favor of the field of speech. However, graduate committees are still timid about permitting creative work to be done by candidates for either the Master's or Doctor's degree.

Perhaps one of the reasons is the matter of evaluation. How do you judge a creative research project? First, let us define creative research. One writer does it in this manner:

> "Creative research is defined as reflective thinking in a situation of esthetic values . . it operates toward the production of objects of esthetic value through the process of reflective thinking; the act of creation in writing, painting, and musical composition is in terms of ordered mind activity; creative research differs from other types of research only in the fact that the initial feeling attitude is more pervasive and more continuous."[1]

Accepting this definition, how can we evaluate s u c h research?

Whitney, whose definition we have given, sets up a ten point criteria for judging creative effort:

1. Beauty . . . . the ultimate of esthetic activity.
2. The embodiment of beauty in a concrete product.

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[1]Whitney, F. L., *The Elements of Research,* Prentice-Hall, N.Y., 1942, chapter 13.

3. Feeling tone . . . intense, continuous emotion.
4. Reflective thinking.
5. Personal esthetic standards.
6. Basic esthetic philosophy.
7. Implicit approach to experience.
8. Explicit approach to experience.
9. Stylistic approach.
10. Telic invention.

There is no doubt that the vagueness of such criteria would scare the average graduate committee. Beauty is difficult to define. Embodiment of beauty is difficult to determine. The quality of workmanship may be a thing of beauty but the product itself may not be. Feeling tone and reflective thinking are understandable. Personally held esthetic standards and basic esthetic philosophy might lead into trouble with a committee composed of five people where five standards and five philosophies existed. Explicit and implicit approaches to experience are rather beyond explanation. Stylistic approach might mean all of the various things stylistic from an author's style to that meaning which is applied to suggestive scenery in the theatre. Telic invention means useful. Many would say that a thing of beauty need have no purpose. So, with Whitney's criterion, we might have trouble.

In attempting to arrive at a more concise criteria, two questions must be answered:

1. Can a piece of creative research have as its object something other than beauty?

2. Is creative research similar to other kinds of research, and, if so, can we set up a suitable standard for judging it?

The first question can be disposed of quickly and definitely in the affirmative. Much art, prose, music has had as its purpose some social worth. Beauty was perhaps a by-product. In our acquaintance several students wanted to produce a movie which would graphically portray the social impact of speech. The sole intent was social in nature, not esthetic, yet it would have been a creative project.

The second question can be answered in the affirmative. Specifically, creative research is most closely related to experi-

mental research. In the experimental you report what you have observed, what you see, or what you did through language. Semantically, a thesis is a word map of an experiment. In creative research you also report; this type of reporting is usually shot through with great emotional intensity and power. For clarity let us cite the case of George Bernard Shaw. In his *Caesar and Cleopatra* he does a job of reporting upon a social situation. He even names one of his characters "Brittannus." In his notes, he says of Brittannus, "He represents the unadulterated Briton who fought Caesar and impressed the Romans much as we should expect the ancestors of Mr. Podsnap to impress the cultivated Italians of their time."[1]

Shaw's *Androcles and the Lion* and *Mrs. Warren's Profession* were written with similar social ends in view. Steinbeck's *Grapes of Wrath* was built out of the same types of materials that are to be found in countless pieces of sociological research. But his setting is filled with intense feeling tone and emotion that are absent in the so-called experimental or survey type of research. *Uncle Tom's Cabin, Gentlemen's Agreement, All My Sons* and many more could be discussed as much from the social end as from the artistic.

At this point someone always asks about *verifiablity*. We are reminded that it exists in experimental research. Suppose we loosen the halo on experimental research and see what actually takes place. A student observes; he reports what he observes to the satisfaction of his committee who judge according to what they deem a satisfactory method of reporting; these judges accept his report with a certain degree of verifiability. In creative research, a student observes and reports what he observes. Can we, at this point, make him conform to accepted standards of reporting and verify his results?

Let's take a creative play as an example. A student observes the social scene and becomes aware of a growing anti-semitic feeling. He writes a play using this as his theme. He submits the play to those who will judge his work. They judge it first according to whether or not his play conforms to the accepted standards of good play construction. If it does, it can be said

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[1]BROAD, C. L. and V. M., *Dictionary to the Plays and Novels of George Bernard Shaw*, MacMillan Co., N.Y., 1929, p. 146.

that this piece of research conforms to the accepted standards of reporting in this area.

Verifiability can be achieved by presenting the play to the public. Their reaction will be the verification. True, it is emotional rather than rational, but it is patterned after what is deemed by the play-going public as acceptable drama. If they accept this play, it has been verified to a certain degree. Parenthetically, it could be said that this is a rather rigid test of verifiiability.

The difference, then, between experimental research and creative lies mainly in the "frame of reference" in which the two are judged. In the case of the creative, the frame of reference is more emotional. It might be argued, in the case of the play, that the emotional frame of reference is more exacting than many kinds of statistical manipulation that masquerade as verfiability in experimental research.

The two are similar from the standpoint of permanency of value. Much art, much music has withstood the centuries and still dictates the form and substance of present writing and painting. Conclusions are as possible in creative research as they are in experimental. In a thesis written by Jean Kennedy on adapting *A Midsummer Night's Dream*[1] for children's audiences, the implied conclusion is that other plays of Shakespeare could be so adapted.

Can we arrive at a suitable set of criteria in the light of this new look at creative research? We might end up with something like this:

I. *The Problem*:

- A. Was there a felt need? An urge to be satisfied? An idea to be fulfilled? A real purpose?
- B. Can it resolve itself into a concrete product? Can it become a play, a novel, a painting?
- C. Will it contribute either to beauty, social worth, or both?
- D. Will it be interesting and challenging enough to warrant the time it will consume?

II. *The Project Itself*:

- A. Does it conform, in so far as possible, to reflective thinking or to the scientific approach? What is the evidence?

[1]KENNEDY, JEAN G., *The Staging and Adaptation of A Midsummer Night's Dream for Children's Audiences*, M.A. Thesis, Michigan State College, 1947.

B. Is it based upon principles found in similar research?

C. Is the feeling tone or emotion unleashed in acceptable methods of reporting?

D. Does it conform to reality sufficiently to be understandable?

III. *The End Product*:

A. Can we test it according to certain "frames of reference" such as the proper mechanical, intellectual, and emotional levels?

B. Does it survive this test?

C. In the testing, does the emotional content help or hinder the process of reporting?

IV. *Implied Conclusions*:

A. Can inferences be drawn? Was the purpose achieved?

B. Is the felt need observable? Was the urge reasonably well satisfied? Was the idea fulfilled?

C. Was the plot or theme clear? Was it carried out effectively?

D. Are special techniques employed? Are these appropriate and adequate?

V. *Further research suggested*:

A. Does this creative study suggest others?

Others may add to this framework of evaluation. It is hoped that they do. The potentialities and the great need for creative effort in education indicate quite clearly that students must be encouraged to do creative research and that graduate committees must not shy away from this neglected area. Solutions to problems that exist and problems that lie waiting to be born lay in the creative thinking of present and future graduate students; the application of these solutions will be found in creative effort. We can ill afford to make a mere mediocre contribution by continuing to stifle creative research.

THE FINANCIAL SUPPORT OF FORENSICS

ROY C. NELSON
and
THORREL B. FEST

During February, 1948, a questionnaire was sent to 206 colcolleges and universities. Nearly all of the schools polled had chapters in Delta Sigma Rho, Pi Kappa Delta, or Tau Kappa Alpha. A few non-affiliated schools were included because of their record and reputation in the field of speech. As of May 1, 1948, 82 replies, representing 38 states and the District of Columbia, had been received. Of these replies, 37 came from schools with enrollments of 2001, to 10,000, and 10 from schools with enrollments over 10,000. Hereafter in this report schools with enrollments of less than 2001 students will be designated Class I, schools with enrollments of 2001 to 10,000, Class II, and schools with enrollments of over 10,000, Class III.[1] Because of the wide variation in responses to most of the questions, the median is used to indicate central tendency. As some questions were often unanswered, the median number in each case will be based upon responses to a particular question and not necessarily the 82 schools in the survey. However, the number of schools responding to questions on which Tables I, II, III, and IV are based was 100 per cent. In all other tables, the number of replies is indicated.

THE DATA

One of the criteria in evaluating a forensic program is the number of students it reaches. This criterion is an important factor in maintaining a proper balance in the expenditure of funds. Surely the extremes of lavish spending on a few students and spreading speaking opportunity too thinly over many participants are to be avoided. Reported in Table I are the

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[1]This classification was used by one of the authors in making a more general survey of college forensics a year ago. See Thorrel B. Fest, *A Survey of College Forensics,* QJS, 34 (April, 1948). 168.

number of students who received some training in forensics, even though the training was confined to intramural activities.

TABLE I

NUMBER OF STUDENTS WHO PARTICIPATED IN SOME PHASE OF FORENSICS IN 1947-1948 SEASON

Clas	*Enrollments*	*Number of Schools*	*Range*	*Median*
I	400-2000	37	6 — 350	30
II	2001-10,000	35	5 — 200	40
III	10,000-27,000	10	25 — 350	56
All	400-27,000	82	5 — 350	40

It will be noted that in all three classifications there is a wide range in the number of students who receive training. The widest range is in Class I. When the median is considered, forensics in the small colleges and universities are participated in by a larger proportion of the school enrollment than in either of the other two classes. A very different philosophy must dominate the program of a school which offers training to 6 students from the school which trains 350.

Can a program which offers training to a large number of students find it financially feasible to supply these students with speaking appearances in intercollegiate events or before the public? Table II, which indicates the number of students who are given such opportunities, answers this question.

TABLE II

NUMBER OF STUDENTS WHO REPRESENT THE SCHOOL IN PUBLIC APPEARANCES

	1947-1948 Season		*1946-1947 Season*		*Per cent increase of 1947-48 median*
Class	*Range*	*Median*	*Range*	*Median*	*over 1946-47*
I	4 — 125	20	4 — 65	18	+11.1
II	5 — 160	35	0 — 120	23	+52.2
III	20 — 75	35	14 — 75	20	+60.0
All	4 — 160	30	0 — 120	20	+50.0

During the 1947-48 season, no school gave more than 160 students the opportunity to speak in public events, which is far below the top range of 350 students who received some training as shown in Table I; however, when the medians in the two tables are compared, a more favorable situation appears to exist. Comparing the medians for all schools in Table I with Table II, it is seen that 75 per cent of the students who receive forensic training represent their school in one or more public appearances. When the 1947-48 season is compared with the 1946-47 season in Table II, it is evident that the trend in every class is to give a larger number of students these opportunities. For all schools the median has jumped from 20 to 30 students or an increase of 50 per cent.

A picture of forensic budgets of the two seasons is presented in Table III. These amounts are for the actual expenses of conducting forensic activities and exclude faculty salaries. Two significant facts revealed in the table are the wide range in every class and the evidence that more money is becoming available for forensics. The largest proportional increase is shown in Class II, where the median budget has been raised 60 per cent. A 20 per cent increase in the median budget is shown for all schools.

Table III

Amounts of Money Budgeted for Forensics

	1947-1948 Season		*1946-1947 Season*		*Per cent increase of 1947-48 median*
	Range	*Median*	*Range*	*Median*	
I	$110-1600	$ 700	$140-1500	$500	+40.0
II	100- 500	1200	0-4000	750	+60.0
III	600-2700	1100	300-3037	950	+15.5
All	100-5000	900	0-4000	750	+20.0

However, when Table III is collated with Table II, the picture is not so bright; budgets have not kept pace with the larger number of students served. In the first instance the increase has been only 20 per cent, which is considerably less than the 50 per cent increase in student participation.

While financial support is an important factor in shaping a forensic program, it should be understood that budget size does not measure the worth of a particular program. To secure a similar kind of competition, an institution located in the Rocky Mountain area, where distances to neighboring schools are great, is required to spend more money per meet than a school located in the Chicago area. An institutional policy requiring all travel to be made by common carrier results in more money being spent for transportation than does a policy allowing travel to be made by private automobile. Differences in costs in various sections of the United States also may have bearing on how far the forensic dollar is made to stretch. These facts may account in part for the wide ranges in Tables III and IV.

Perhaps more significant than the total amount of a budget is the average amount of money spent per student participating in forensics as presented in Table IV. For all schools, the highest average amount of $100 is twenty times as much as the low of $5. The factors discussed in the preceding paragraph account for some variation; but in addition to these factors, examination of the individual questionnaires reveals that a large average sum of money spent per student is representative of the program limiting participation to a select few.

TABLE IV

AVERAGE AMOUNT SPENT PER STUDENT PARTICIPATING IN FORENSICS[2]

Class	*Range*	*Median*
I	$ 7.60-$100	$26.60
II	5.00- 100	33.30
III	15.00- 90	30.00
All	5.00- 100	27.50

Replying to the question, 'Is your forensics budget adequate?', 49 directors answered in the negative. An implication

[2]These dates refer to all students participating in some phase of the forensic program. See Table I.

TABLE V

ADEQUACY OF FORENSIC BUDGETS

	Is Budget Adequate?		*If Not, What Should It Be?*	
Class	*Yes*	*No*	*Range*	*Median*
I	13	24	$ 275-3000	$1000
II	14	19	200-3000	1800
III	3	7	1000-3500	1750
All	30	49	200-3500	1500

of Table V is that in many institutions financial support is a limiting factor in the formulation of objectives and in scheduling activities. In other words, the program is trimmed to fit the budget rather than the budget being geared to the program envisioned by the director. Table III shows the median budget for all schools to be $900 for the 1947-1948 academic year. To meet current needs adequately, forensics directors believe this should be raised by $600 to $1500, an increase of 66⅔ per cent as shown in Table V.

Table VI indicates the sources from which forensic budgets are derived. It will be seen that the most popular source of income is from student activity fees, followed closely by institutional budgets. In a few cases these sources are supplemented by monies from endowments. There was no significant variation in practices according to enrollments except in Class III, where 8 schools received funds from institution budgets and only 2 were allocated for money from student fees.

TABLE VI

SOURCES OF FORENSIC FUNDS

	Number of Schools
Student Fees	40
Institutional Budget	35
Student Fees and Endowments	4
Institution Budget and Endowments	2
Student fees and funds raised by forensic students	1

The size of the appropriation for forensics is determined by the administration of the institution in 35 cases; in 24 cases by the student governing body; and in 15 cases the student govern-

ing body works in conjunction with the administration in determining budgets. In only 12 institutions is student enrollment in the program used as a measure for making co-curricular speech appropriations.

Forensics directors are generally satisfied by the manner in which their budgets are determined. This was true in 67 instances as contrasted with 13 directors who were dissatisfied. Six of the latter thought their budgets should depend upon student enrollment, and others stated that appropriation should be governed by the department head.

Sixty-five institutions indicated they had student activity fees in addition to tuition. These fees ranged from $1 per year to $150 with a median of $30 per year. Only 29 of the 65 schools responded to the question of how their fees were allocated. Although this sampling is small, Table VII gives some indication of the allocation of student fees to forensics. Only in the smaller institutions does the median allocation to speech activities reach five per cent, for all schools it is three per cent, which is more than the median allocation for Class II and Class III schools.

Table VII

Percentage of Student Fees Allocated to Forensics

Class	*Number of Replies*	*Range*	*Median*
I	13	0%–11¼%	5%
II	13	0%– 3%	2%
III	3	0%– 5%	2½%
All	29	0%–11¼%	3%

For all schools fee allocation to men's athletics, women's athletics, student unions, publications, and theatre, were in every case larger than to forensics. Allocations of fees are determined by the student government in 34 cases, by the administration in 27 cases, voted by the student body in six cases, and fixed by the board of regents in two cases.

Money is most often spent for the expenses of food, lodging and transportation, but in some institutions cash prizes, awards, and scholarships are made available to students participating in forensic activities. Table VIII shows the money value of these incentives.

TABLE VIII

CASH VALUE OF PRIZES, AWARDS, AND SCHOLARSHIPS AVAILABLE TO FORENSIC STUDENTS

Class	*Number of Schools Having Awards, Etc.*	*Range*	*Median*
I	21	$20—$ 850	$ 100
II	20	15— 500	90
III	4	25— 4000	1800
All	45	15— 4000	105

Depending upon the kinds of awards, these incentives sometimes comprise a part of the forensic budget. Scholarship grants are usually provided by special appropriations. Existing in 16 schools, endowments are sources of revenue for various awards and scholarships. These endowments ranged from $100 to $60,000 with the median valued at $2250. However, budgetary support by endowments cannot be considered significant as Table VI shows that in only six cases were endowments the direct sources of monies for forensic budgets.

CONCLUSIONS AND RECOMMENDATIONS

I. *Need for evaluation of policies and methods*

With many institutions boasting student participation in the hundreds, forensics can no longer be viewed as an intellectual sport for a chosen few. Moreover, if the trend of the postwar years continues, an increasing number of students will seek to develop their powers of thought and speech through co-curricular activities. The full possibilities of the forensic program as an educational process must be realized if the expenditure of large sums of money is to be justified. If our colleges and universities continue to appropriate funds for adequate training in the forensic forms, responsibility falls on the directors to use imagination to meet the challenge. Objectives, traditional activities, and the entire philosophy of co-curricular speech need to be re-examined. Experiments in new methods and ideas should be tried. Opportunities to speak to audiences on the

campus exist and can be further exploited. Off campus groups welcome student speakers who are informed and who are able to communicate that information. Efficient squad organization should make possible maximum practice in intramural sessions for every participant.

II. *Need for sound public relations*

During the past year an increased amount of money has been appropriated for the support of forensic activities; however, this increase has not kept pace with expanded student participation. As one consequence, 60 per cent of forensic directors believe their budget to be inadequate. These directors, believing in the educational value of their activities, feel that appropriations should make possible the realization of objectives through enabling experiences, which are costing more than in the pre-war period. A part of the problem of inadequacy of budgets may exist as a communication gap between the sources and the beneficiaries of forensic monies. As appropriations are made by either the student governing body or the institutional administration, the forensic director will do well to keep these groups informed about the program and its needs. Periodic reports should be standard procedure. Sound public relations are essential not only to insure financial support, but as a warranty for the growth of all of the phases of the program.

III. *Need of practices to conform to goals of education*

Great variations exist in the number of students participating, total budgets, average amounts spent per student, and in general practices. In regard to these matters, it may be well to consider some questions concerning fundamental policies. When is the point of diminishing returns reached in the number of students served? On the other hand is there value in four students debating the same proposition in much the same manner 40 or 50 times a year? Is it educationally defensible to spend large sums of money on a few students? Can the spending of a large portion of one's budget on one large intersectional or national tournament be justified? These are but some of the questions needing answers. Procedures need not be standard in all

situations, but in all institutions, lack of wisdom in disbursing the forensic dollar can only lead to criticism, which may in turn result in a curtailment of revenues. With the phenomenal growth in enrollments and the upsurge of interest in speech activities, the time is propitious to renew the foundations upon which the forensic tradition rests by keeping sight of the major goals of education.

FISSION OR FUSION*

CLARENCE T. SIMON

This is the mid-century conference; a sort of half-way point. As we pulled off the last calendar sheet of the old year and saw the "50", most of us sort of caught our breath and said, "Well, we made it."

The present century opened with a degree of confidence unequalled in any previous age, and certainly not recaptured since. Progress was sure, irreversible; virtue and expanding opportunity walked hand in hand. Now, two great wars and a number of major and minor depressions and recessions later, we hope the first fifty years will be the hardest.

We are the most aware, perhaps, of the physical changes which have taken place in the first half of the century. We have been impressed by the towering roosts of the modern cliff dwellers, by the evolution of the horseless carriage into the modern streamlined, clutchless servant of transportation and killer of men; the lifting of travel from wheels to wings; the shift from steam to electric to the prospect of atomic power. If we don't have two cars in every garage and a chicken in every pot, we do have a radio in every home and television in many.

But there have been other changes, just as marked. The accelerating growth of human knowledge has changed man's life and philosophy more in the last fifty years than in the preceding 200. The orderly physical universe of the 19th Century, based solidly on Newton's laws, said that matter was matter, and the atoms were the basic structures. But in 1900 Max Planck stated the quantum theory. In 1919 Rutherford "smashed" the atom, and in 1939 Hahn accomplished the fission of uranium, which led to the dawn of the atomic age with the first atom bomb at Alamagordo, New Mexico, on July 16, 1945.

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*Delivered at the 1950 meeting of the Central States Speech Association on April 14 in Columbus, Ohio.

Yet such is the growth of human knowledge that we no sooner had adjusted ourselves to the concept of power through fission than we were asked to contemplate the possibility of even greater power through fusion in terms of the hydrogen bomb.

In 1900, the neat, atomistic psychology of structuralism promised to answer all human questions. We needed only analyze into smaller and smaller elements till we reached the ultimate structure of psychological life. Now we are told that analysis is destructive of the very experience we are trying to describe; that psychological data are to be understood in terms of configurations; in terms of whole, not parts. Psychologically, the whole is greater than the sum of the parts.

For us, this half century brought the beginning of our profession. The field of speech, speech with a capital letter, has developed since 1900. Not that we suddenly began to know about speech. It's quite possible that Cro-Magnon man, some 30,000 years ago, had energetic individuals who told others how to talk. The ancient Bards, of 5,000 B.C., learned their stories and skills from someone. Text books, originally written in classic Greek, are not unknown. But speech in its generic sense, as a broad academic discipline as well as an area of performance, dates from our century.

In 1900, there were no teachers of speech. There were some teachers of Public Speaking, a few of Drama, some professors of Expression, Oratory or Elocution. Many were professors of English who were interested in oral expression. But speech, as an inclusive term, was still in the future.

In 1913, at a meeting of the National Council of Teachers of English, a committee of three was established to determine the sentiment concerning a national organization for the area of oral expression, the Cinderella of the field of English. This committee, Professors Hardy, O'Neill and Woolbert, reported favorably, and in 1914 the National Association of Academic Teachers of Public Speaking was founded with 17 charter members. (1)

(1) I. M. Cochrane, Carleton
Loren Gates, Miami
J. S. Gaylord, Winona Normal
H. B. Gislason, Minnesota
H. B. Gough, DePauw
Binney Gunnison, Lombard
C. D. Hardy, Northwestern
J. L. Lardner, Northwestern
G. N. Merry, Iowa
J. M. O'Neill, Wisconsin
J. M. Phelps, Illinois
F. M. Rarig, Minnesota
L. R. Sarett, Illinois
B. C. VanWye, Cincinnati
J. A. Winans, Cornell
I. L. Winter, Harvard
C. H. Woolbert, Illinois

Three years later, in 1917, this restricted name was broadened to the National Association of Teachers of Speech, (2) and speech as an inclusive term came into our professional language. The first great power in our profession thus came through fusion, a welding of interests, a mutual sharing of aims and objectives that led Professor O'Neill to comment 25 years later, "We have changed from a group of disorganized outposts on an educational frontier to an integrated and cohesive professional group." (3)

Almost immediately, however, the industry, energy and academic ambitions of the members of this newly fused group began a process of specialization, of division into geographic, subject matter and research areas. In 1930, when the National Association held its fifteenth convention, the Eastern Public Speaking Conference held its twenty-first meeting, the Western Association its second, the Southern its first. The Central States followed three years later, and last year the Pacific Speech Association completed the spread. Or should one avoid the word completed?

In its first convention, in 1915, the National Association listened to six papers and some discussions in its two-day meeting. In 1930, at its fifteenth convention, it ran six simultaneous sessions through a large part of its three days. At this mid-century conference your program for a regional meeting lists up to six simultaneous sessions and contains, on a rough count, papers in sixteen different subject matter areas.

We are a complex field. We whirl in many orbits. We've generated a lot of power in our 35 years as a professional group. Yet surely it is not inappropriate at this mid-century conference to question the ultimate outcome of this process of fission and to speak for a moment of the gains through fusion. Not that we would go back to the simpler days, even if we could. Nostalgia, however pleasant as a state of mind, has no place in professional plans. We dare not be dominated by the "old oaken bucket illusion." Yet we know that the ultimate end of fission is chaos, the destruction of structures and processes. Fission is self-limiting as a source of power.

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(2) Cf. J. P. Ryan, *"Terminology: The Department of Speech,"* Q. Jl.Sp.Ed., IV, No. 1, Jan. '18, 1-11.

(3) J. M. O'Neill, *"Professional Maturity,"* Q. Jl. Sp. Ed., XXVII, No. 2, Apr. '41, 176.

We must, of course, maintain our separate and stimulating research interests. We must keep our contacts with our fellow teachers on all academic levels and in the various geographic areas. We should, likewise, reach out our hands to our fellow workers in neighboring disciplines.

We must not, however, divide and duplicate organizations to the point of futility and chaos. With state, regional and two or three national conventions meeting at different times and places, the resulting demands for dues, convention expenses and time take a heavy toll from the school teacher's budget and working year. We are pleased, and justly so, by our increasing convention attendance; we are even a bit awed by the two thousand plus who came to Chicago last Christmas time. We are proud of the ever-growing numbers of teachers of speech who spend time, energy and money to gain information and professional stimulation. Yet the grocer must be paid and classes must be met. We hazard the lessening of attendance geometrically as we increase meetings arithmetically.

Admittedly our conventions are complex, the programs and papers numerous and various. Is it not better, however, to wander, even somewhat dazedly, through a complicated cafeteria than to be compelled to go many places at different times to fill our needs? With continuing fission, we shall condemn many of our teachers to a highly restricted contact with segments of our profession, a restricted contact utterly out of accord with their broader professional interests and responsibilities.

Our increasing specialization is spreading, also, into our academic departments. We fought hard in the past to get a major in speech. Now we have majors, not in speech, but in phases or divisions of speech. Fission has invaded the curriculum. Specialization, once confined to the graduate level, is being forced lower and lower in the academic progression. We are headed rapidly for the time when a student may specialize, even on the undergraduate level, in the History of American Oratory, in the field of Public Address, in the Division of Public Speaking in the Department of Speech.

Unless present trends are slowed or reversed, soon we shall make it possbile for a student to take his bachelor's, master's and doctorate in speech, prepare to be a teacher of speech and the head of a speech department, and never build or deliver a speech

after his freshman year. By the same token, he will feel prepared to train, and direct the training of speech skills, without knowing the basic principles of speech production or the rudiments of pedagogical method. He will be able to assume, by paper authority, responsibility for the stimulation and guidance of the artistic phases of speech on the stage, platform and over the air without knowing, let alone demonstrating, the aesthetic principles and techniques which underlie all artistic work.

In all our specialization we must not lose sight of the fact that the majority of our teachers of speech are teachers of speech in the generic sense; are not the specialists who live only in the larger departments on the college level. Our curricula must meet our educational responsibilities. (4)

In this specialization we are losing sight of the basic educational philosophy which powered and guided the development of the field of speech. Speech is a form of human behavior, a tool for human living and adjustment. Whatever the manner or mode of that behavior, the human being is the constant. The teacher does not deal with a discusser, an actor, or a stutterer; he deals with a human being who may use his response mechanism in an extemporaneous speech, an oral reading, a conference or a private conversation. Whether he works in classroom, clinic or studio, the teacher of speech deals with a learning and developing student. As we rush in our ever-widening orbits, we are leaving a void at the center; the student as a person is forgotten. Through our zeal for our various areas, the student is torn from one specialty to another. We train fragmented skills and neglect the development of a human begin. There is a core, an educational philosophy, in the field of speech to which all should contribute.

Speech in the modern sense was born in the first half of this century. We are at the mid-point. Where do we go the second half? Will we continue to divide and subdivide till we lose our efficiency as a professional group? Rather should we not explore the possibilities of greater fusion, of closer integration of our common interests? Although in our meetings we flout the techniques of discussion and dwell on our differences,

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(4) Cf. Loren Reid, *"Graduate Study and Teacher Placement,"* Q. Jl. Sp., XXXIV, No. 2, Apr. '48, 177-182.

we do have much in common. We deal with human beings and their power of expression. We deal with the most typically human of all human behavior, speech. We are educating men and women for intelligent and expressive living in a democracy.

We can have the greater power of fusion. By combining in organizations and meetings we can provide maximum opportunity for professional stimulation and advancement for all our teachers. In harmony of aim and unity of efforts we may train teachers who are equipped to handle their jobs as teachers of speech in the generic sense. In a mutual understanding and appreciation of each others' problems we may build sound and vital departments and curricula for the integrated education of our students.

This is the mid-century. Maybe the first fifty years will be the hardest; maybe not. But at this mid-century certain it is that tension and conflict are the order of the world, both internationally and domestically. In his history, man has devised two ways only of dealing with conflicts, fight them out or talk them out. Yet fighting them out only shifts the tension to new areas and leads to new wars, cold or shooting. The hope of mankind is to talk out his tensions and his conflicts, to use his highest achievement, speech, to bring unity and harmony in his world

That doughty mariner Magellan needed three years to circumnavigate the globe. Nellie Bly in 1889 lowered that to 72 days. Bill Odom has done it in 73 hours, a record soon to be broken. Our international diplomacy, however, and even our domestic procedures, are based on techniques worked out when communication was limited by the speed and power of the wind and of animal muscles. But now we rub elbows in a world where man has rocket wings and his words ride the lightning. Science has opened the world for speech.

Our teachers of speech are teaching young people to hear, to listen and to speak; to discuss and resolve group tensions; to use the theatre, radio and television and the public platform so that this generation may talk it out and not fight it out. In our unified field of speech lies a hope for an indefinite postponement of a ghastly demonstration of the power generated by atomic fusion in the hydrogen bomb; a hope that we may see instead a fusion of human lives and actions in an understanding way of life.

THORNTON WILDER: GUEST STAR

W. C. Craig

In conferring a degree of Doctor of Humane Letters on Thornton Wilder at The College of Wooster, President Howard Lowry said, "Sir, only a few men have ever possessed the secret given to you. Books, times and places, all that is human — the old and young, the wise and foolish — are the rich store of your mind and heart. In jest and in earnest you have loved life very much, and have praised all living, both 'the bright and the dark.' So doing, you have made others love life, too, with new awareness of its wonder and its singular hints, both large and small, of some more than mortal consequence. And all this you have done with an artist's kind of economy — his gift of saying all without saying everything."

The occasion of this convocation was part of the week which Thornton Wilder spent on the campus of The College of Wooster where he appeared as guest star in his own Pulitzer Prize play, *Our Town,* last spring. It was no new experience for him to play the role of Stage Manager. He had first played it during the original run of the play at the Morosco Theatre in New York when illness removed Frank Craven from the role, and he had played the same role during subsequent summers with Equity companies, but it was a new experience for him to be supported by an amateur student cast. For those fortunate students who worked with him in the production, it was an experience which they will never forget. The tremendous demand for tickets for the play was ample testimony of the desire of thousands to see him in this play which they have loved. Students, Alumni, faculty members and townspeople jammed the mails with orders, clogged the office telephone line, and some were in line at seven in the morning waiting for a nine-thirty opening of the box-office on the initial, and as it turned out, the only day of the sale. Every ticket for the run of the play had been sold in an hour and ten minutes, and a waiting list for cancellations numbered almost a thousand names. Because the number of tickets for each purchaser was limited, one high school more than twenty

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miles away from Wooster had dismissed a score of students from classes on that morning in order to obtain tickets for the dramatic club membership. Mail orders from persons living hundreds of miles away were received.

Mr. Wilder was the most gracious of stars. He had hurried back from Europe for this engagement. Arriving in Wooster just in time for the last several rehearsals, he put the director, the cast, and the crews at complete ease at once. The graciousness of this playwright, novelist, actor, scholar, and teacher was matched by his simplicity, geniality, and warmth. In the cooperative effort to interpret his lines for an audience, he was consummate delight to a director. To each student actor, he was immediately a friend and co-worker. When the cast and crew indulged in a post-rehearsal "feed" with sandwiches and cokes, he sat on the floor with them and chatted of theatre, men, and even the plots of two of his forthcoming plays. On the campus, he was generous with his time. He counseled with students and faculty in classes and as individuals. He showed a genuine interest in the Independent Study projects in theatre, playwriting, American Literature; and with the students in the Spanish Department he spent hours discussing his own deep interest in Lope de Vega. In the homes of faculty members and towns folk, he was a charming guest.

John Mason Brown has written, "*Our Town* is, from the audience point of view, an exceptionally personal play. More than most plays, since by its sweet simplicity it seeks to get in contact with the inmost nerves of our living, it is the kind of drama which depends upon what we bring to it."[1] In production, with the author as narrator and Stage Manager, the play took on special meaning. For us, in Mr. Wilder's own words, "The warm glow of the footlights began again the ancient magic."

Because it is impossible for a director to evaluate his own production, I quote at length below, and with the permission of the writer, a portion of the review of the play by Frederick Wall Moore:

> "The opening of *Our Town* last night in Scott Auditorium proved to be one of those rare occasions when the high and difficult art of the theatre really reaches its culmination. A great play, per-

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[1]Brown, John Mason, *Two On The Aisle,* W. W. Norton, N.Y. 1938, page 190.

haps the greatest play of the modern American theatre; the distinguished author of that play, Mr. Thornton Wilder, not only present but acting the leading role; a cast of devoted young actors doing the play as if it were a rite of dedication in honor of the playwright; an intelligent first-night audience eager for the play after months of expectation — the conditions were just right. The result a unique and memorable night in the theatre.

Our Town bears the hallmark of a masterpiece; no matter how many times you may return to it either in reading or in the theatre, you find in it new beauty and truth beyond your first reward. It is therefore as fresh and exciting as it was in 1938 when it was awarded the Pulitzer prize. It is a modern morality play which reasserts the fundamentals of human experience and restores our faith in the liveableness of life. More than any other play I know *Our Town* combines the charms of both the familiar and the rare. The actual material of the play is so familiar as to induce in most playgoers an inescapable nostalgia for the life they have known; yet the insight and sympathy with which these things are told are so original and rare as to be a continual excitement and surprise throughout the play. Moreover it succeeds so well in the acting because it is sheer good theatre. Here is writing for the stage at its best — economical, rhythmical, theatrical with a fine feeling for character and incident and timing that make the play as fluid and effective in its movement as Shakespeare himself. From every point of view it is a great play.

Mr. Wilder plays the Stage Manager with a casual informality that is somewhat deceptive. He is confidential, humorous, intense, philosophical by turns, but always so informal that you do not for some time appreciate the rhythmical control with which he shapes the play. The immense air of reality which infuses the play results from his apparently simple but intense demonstration of tis fundamental themes. I forgot at times that he was acting; then I was not sure whether he was practicing the art that conceals art or demonstrating the fundamental truths of the play so impressively and effectively because he so intensely believes them. Whatever the art, I found myself eagerly awaiting his every appearance because he established for me a more intimate connection with the stage than I have ever felt. Mr. Wilder so imparts his love for the play, and his profound conviction of its truth to the audience that our delight is immeasurably increased. . . . . It has indeed reached an impressive climax in the most remarkable year that Wooster has ever enjoyed in dramatics. . . . . ."[1]

Mr. Wilder, while here, quoted from his experience with *Our Town,* saying that he is always a little surprised at the im-

[1]From *The Wooster Daily Record,* May 10, 1950.

mediate American recognition in laughter of Emily's claim that her fiance must be perfect. "All this talk about 'perfect'. Well, when I saw the play in Germany and Italy, that's just nonsense. Such a passage they didn't understand, weren't interested in, couldn't see what it was getting at. And yet American audiences know at once. From our mother's knee we're all taught that perfection and nothing else is, of course, a requirement of citizenship and growing up. Translate that into French, you French majors — *mon pere est parfait* — that means he is impeccable in manners. It never occurred to a European that anyone would even think of applying that adjective to the requirements of life." And yet those who had the privilege of getting to know Mr. Wilder, the generous friend of the College, personally as well as professionally, the experience, for us, *etait parfait*.

NEW BOOKS

HALBERT E. GULLEY, *Editor*

HANDBOOK OF GROUP DISCUSSION. By Russell H. Wagner and Carroll C. Arnold. Boston: Houghton-Mifflin Co., 1950; pp. v + 322. $2.75.

The authors' professed aim is "not . . . to stress theories of group action," but rather "to select the elemental principles of group discussion, to explain them clearly, concisely, and accurately, and to provide maximum assistance for their practice through exercises, illustrations and models." The book achieves well its expressed intent.

The book contains nine chapters, totaling 200 pages, dealing with the principles and procedures involved in discussion, and six Appendixes, totaling approximately 100 pages, dealing with specimens and other supplementary materials. The content of the book is well reflected in its chapter headings: The Nature of Discussion, The Bases of Belief, Subject-Problems, Preparation, The Process, Leadership, Participation, Speech and Language, Types and Forms.

The authors have either eliminated or condensed much of the introductory material found in the more comprehensive treatments of discussion. In a brief chapter they treat the logical process of discussion, to which other well-known writers devote several chapters. Undoubtedly, many readers will prefer this abbreviated treatment. Very quickly they get to: choosing the discussion problem, phrasing the subject, gathering information, preparatory thinking, and organizing ideas. Then follows an abbreviated treatment of the orderly process involved in good thinking. Next comes the chapters on Leadership and Participation, which constitute the heart of the book and are, in the main, explicit and well done. The chapter on Speech and Language slights the contributions which General Semantics might make, but includes some appropriate material on the manner of speaking, which is usually omitted by other writers on discussion.

By compressing their treatments of Types and Forms of Discussion into a single chapter, the authors have lost some of the values found in the more extensive chapters treating this phase of discussion in other books. Some of the shortcomings are offset by excellent specimens of discussion included in the Appendixes. The authors have wisely included among the Appendixes a simplified section on parliamentary procedure in discussion, which would be very valuable to leaders and participants during parliamentary discussion.

The title, HANDBOOK OF GROUP DISCUSSION, is somewhat misleading. The book is more than a *handbook* in the generally accepted sense of the term. Likewise, it is more than a handbook of *group discussion*, in that the book embraces public discussion as well as informal discussion. However, the book does adhere well to the limitations implied in the title by observing the demarcation between "discussion" and "debate."

The book is easy to read, clear, interesting, and informative. It strikes a

happy medium between the extremes of an abbreviated handbook and an extended comprehensive treatment of discussion. Many teachers of discussion will find it to be a very valuable textbook for a course in which the primary emphasis is in developing proficiency in discussion.

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DISCUSSION IN HUMAN AFFAIRS. By James H. McBurney and Kenneth G. Hance. New York: Harper and Bros., 1950; pp. viii + 432. $3.00.

A great many of us interested in discussion used, and appreciated, the 1939 McBurney and Hance text on the subject. We were anxious to see the revision and, when it appeared, were pleased to find it jacketed, bound, and printed more attractively than any other academic volume on our shelves. Fortunately the material separating the tastefully designed covers complements its packaging. After using the revision as a text in a senior college discussion course I would like to suggest the following comments on various features of the book.

The first five chapters do about as neat and complete a job of motivating a course in discussion as the reader could want. The process of linking discussion as studied and practised in school with the operations of a functioning democracy is accomplished in businesselike fashion. An interesting though complicated device for fitting discussion into the scheme of things, "Approaches for the speaker and some of their political and philosophical correlates," apparently frightens undergraduate students. But after teaching this pattern I'm convinced that here, too, is hardboiled, practical theory, and although the lower one-third of an undergraduate group may never see why these notions entered into a course of discussion the rest of the class will be glad that they did.

Part II, Logical Bases for Discussion, is strong on application of the Dewey steps and weak on other forms of inductive and deductive logic. It may be that valid patterns of reasoning from evidence or assumption to conclusion are just too complicated for comprehensive treatment in twenty-four pages. Causal reasoning and the syllogism suffer particularly from hasty treatment. If you want to do much in discussion class with mechanisms of logic I believe supplementary material and exercises will be needed. On the other hand, what there is of logic is realistic material; the concept of probability, particularly with deductive forms, is emphasized where it is too frequently neglected.

More valuable to the beginning student is a chapter on "obstacles to reflective thinking," a choice collection of highly specific stumbling blocks in the road to productive discussion. I suspect that this chapter more than any other in the book will guide the beginning student toward the techniques of good discussion. These items are tangibles; understanding them and why they should be avoided establishes sound positive performance principles.

Advice on preparation for discussion is helpful, particularly the concept of the "exploration sheet" or "study guide," something I was glad to add to my discussion course. Treatment of the discussion outline seems somewhat unrealistic. A specimen outline is long and complicated to the point that it would probably be cumberome and unwieldy if it were actually used. Somehow the tremendously detailed outline they specify seems inconsistent with the author's recommendation that leader and group feel free to deviate from it. They say, "For the leader or any member of the group to insist on some predetermined substantive pattern would be to vitiate any possibility of originality on the part of the group."

A welcome theme in the text is an insistence upon a certain *method* of contributing to a discussion. This is termed the *empirical* method, and it is one which deliberately, purposefully, reveals the thought mechanism of the speaker. "It means simply that whenever the speaker in discussion takes a position on some issue---he should explain frankly and honestly *what* his position is and *why* and *how* he arrived at it." Sincere effort to follow this method should increase the amount of reasoned discourse in discussion.

Some novel and ingenious leadership suggestions are introduced, such as "Playing the Devil's Advocate" and "Skirmish and Consolidate." A note of pertinent humor enlivens the case studies of the stereotypes of discussants who create problems for the chairman. Useful distinctions are made in application of discussion to learning groups, policy-determining groups and coacting groups. A fairly comprehensive examination of the role of discussion in speech education completes the text. Some good examples of lively discussions are printed in the appendix as is a thoughtful lecture by Lyman Bryson on "Discussion in the Democratic Process."

The Principles and Methods of Discussion was one of our most valuable texts, and the present book impresses me as equally sound and more teachable. Highly selected material has been retained, and is presented more simply with helpful illustrative examples. Much that is practical and usable has been added. The philosophical groundwork is more carefully constructed. There are no pictures — none are needed. I believe the book will wear well, and will prove to be as great a contribution to improvement of discussion as was its predecessor.

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GROUP THINKING AND CONFERENCE LEADERSHIP. Techniques of Discussion. By William E. Utterback. New York: Rinehart and Co., 1950; pp. vii + 248. $2.50.

"This book is concerned with cooperative thinking as a democratic procedure. It is addressed to those who serve on committees, boards, and councils; to those who attend staff meetings and conferences; to those who talk over common problems in community organizations or in the church, school or office—to all, in short, who participate in or lead informal discussion in small groups or who are preparing to

do so. Its purpose is a practical one—to promote more effective group thinking."

It is in terms of this statement of purpose from the preface that *Group Thinking* should be examined.

The introductory chapter outlines the primary and incidental values which may be achieved by discussion. Here, too, the reader learns from the illustrations that the author has in mind discussion for two different functions: (1) discussion for the purpose of solving problems of group action, and (2) discussion for the purpose of enabling a participant as an individual to "make up his mind."

Part I, a group of six chapters, develops *Principles of Group Thinking.* First attention is given to conditions which facilitate the process: physical arrangements, the size and composition of the group, the orientation and attitudes of its members, types of problems for group consideration, avenues for informing the group. The problem of preparing for and organizing the discussion is sketched, including both the preliminary organization and the "agenda" of alternative solutions to be explored and differences to be resolved, which only gradually emerges as the work of the group progresses. Specific, methodical steps are outlined for sorting out matters of agreement, points needing more information, and points of conflict, as well as for resolving conflicts and keeping the results of discussion clear. The attributes of effective participants are outlined, and the desirable attitudes and habits discussed. The characteristics of a good discussion leader and the functions he must perform are supplemented by a practical method of note taking to facilitate the leader's work.

Part II, *Thinking Straight,* consists of two chapters. The first discusses "the appeal to principles," "the appeal to fact," and "the appeal to authority." Here, in an admirably non-technical manner, the implicit propositions of enthymemes, the implicit assumptions of generalization and analogy, and the conditions affecting the validity of the use of authority are sketched, as an aid both to moderator and to participant in analyzing differences of opinion and in judging the reasoning of the discussion. The second chapter, *Pitfalls in Thinking,* discusses both factors tending to interfere with sound thinking on the part of participants and common forms of individual behavior which obstruct the group process.

Part III, *Putting Discussion to Work,* consists of chapters on conducting community round tables, radio panels, classroom discussion, discussions in industry, and "the discussion conference." The radio panel seems somewhat extraneous, since its purpose is to aid the listener rather than the participant to make up his mind. Readers of experience will find some of the generalizations in these chapters too sweeping, the treatment of some topics too sketchy, and the abence of some topics surprising. The chapter on the discussion conference is a very concise and meaty presentation of practical information and advice; yet it contains no clear hint as to the limitations of

such bodies. In view of the author's explicit purpose, however, these shortcomings are minor.

A more startling omission from a book devoted to "cooperative thinking as a democratic procedure" is the omission of any treatment of discussion in the processes of governance except discussion as an aid to the individual citizen in "making up his mind." Particularly the omission from consideration of such organizations as legislative councils and committees, special commissions, and governmental advisory bodies is to be regretted in view of the fact that the illustrations in the chapter on discussion in industry all involve line personnel performing staff functions. Some staff agencies of government have as their main function group thinking toward the solution of problems.

The book suggests that, though written from a wealth of experience, that experience may have been primarily in academic and adult education. The appendix suggests the same conclusion. Somewhat broader experience might suggest attention to the irregularity with which most groups necessarily progress; e.g., the necessity of admitting a new criterion to the problems of inter-group communication, closer orientation to the processes of organizations, and a wider variety of illustration. It might even suggest the explicit treatment of the areas in decision-making in which it is not rational to be logical in the usual sense of formal logic, such as in the choice of alternatives presenting different combinations of values, or in assessing the acceptability of a policy to the various public affected.

Within the area covered, however, *Group Thinking* is a practical and valuable book. Its clarity, its freedom from unnecessary technicalities, the concreteness achieved through well-selected examples, the soundness of its advice should go far—with or without a teacher—to achieve its purpose: "... to promote more effective group thinking."

D. MACK EASTON
University of Colorado

SPEECH FOR EVERYDAY USE. By Elizabeth G. Andersch and Lorin C. Staats. New York: Rinehart and Co., 1950; pp. x + 218. $2.50. STUDENTS' WORKBOOK, $0.50.

It has been a stimulating experience to review *Speech For Every Day Use*. Throughout the book there are many good features, and it is so optimistically written and so vividly illustrated that the philosophy of the authors is clearly manifested from the introduction through the assignments for the special types of speeches which are required in most introductory tests.

Perhaps one of the best sections is the one on Organization, consisting of thirty-five pages of material which clearly set forth the principles of organizing a speech. The Choice of Subject perhaps needs a little more clarification. It seems that much of the material on Listening could be included with the Choice of Subject. Step Number Four in the preparation of the

speech is excellent. This book is one of the few that treats in detail The Selection of a Key Idea besides providing examples of illustrating well-stated ideas that could be used for speeches. This section also introduces the outline as a method of speech preparation. As a drill exercise the scrambled outline is introduced, thus keeping step with the modern trend in teaching outline techniques. The material on Introductions and Conclusion is concise and clear-cut; the authors have made a wise selection of examples all through this section. Here again, the authors treat quite well the subject of Transitions. There are few books in the field that will excel in this particular area.

The assignments in Part Two have been carefully planned to aid the inexperienced speaker in developing self-confidence and poise when speaking before his classmates. The order of presentation follows the best patterns that are available today; and the sample outlines and speeches that are provided for study purposes should provide the direction required by beginning speakers.

Much of the remainder of the book seems to be written for one particular situation or course outline. There are some omissions of vital materials throughout the chapters. The treatment of Vocal Reinforcement seems to me to be quite inadequate as the factual materials that are so valuable in helping remove the old and often inferior habits of voice production are missing. The elements of voice are mentioned and discussed in a very general manner; but no drill exercises are provided at this point in the text.

Listening is treated as a problem in speech preparation and fails to include any of the results of recent research in the field. Also, this section most assuredly does not offer any aid to the college student who has developed poor listening habits.

The definition and treatment of the Panel Discussion is far removed from the concepts that are held by most leaders in this field. It is extremely difficult to differentiate between the *panel* and *symposium*. Just what is the difference between the statement of the symposium as found on page 168, ". . . three or four important phases and each is discussed in a *formal manner by an authority in that particular field,*"; and the hypothetical example of the panel type as used on page 174, ". . . that each of the five participants is supposedly *well prepared with the facts on his particular phase of the problem.*" [Italics are mine]?

The workbook, which supplements the text, could have been a strong feature. The present book does not provide any additional information for the student. Surely more pages of mimeographed material could have been made available for the same price.

As was said in the beginning, *Speech For Every Day Use* is an easy book to read because its easy style avoids the use of technical terms and difficult phraseology. Without a doubt it is desirable for the situation for which it was written, and no doubt these teachers have a wealth of material to augment the text.

G. BRADFORD BARBER
Illinois State Normal University

PUBLIC SPEAKING FOR COLLEGE STUDENTS. Second Edition. By Lionel Crocker. New York: American Book Co., 1950; pp. xi + 508. $4.00.

The second edition of Crocker's *Public Speaking for College Students* is a revision and revitalization of a substantial, teachable, and rhetorically sound text. Many teachers, including this writer, have found the first edition a unique combination of classical doctrine and modern application, especially strong in its abundance of lively illustrative material, which results in a highly interesting book and one which motivates the student. The new edition maintains all the qualities of the original, brings much of the illustrative content up to date, edits and streamlines some of that which was kept, and adds some new features which make it an even more useful text.

The most striking features of the revision are the new typographical format, the three new chapters, and the generous supply of new pictures. Aside from these, the book is substantially unchanged, the general form being identical with the original edition. In Part I, *The Speaker,* Chapter I has been completely re-written and given a new title, and Chapter 5, *Maxims for Public Speakers* is new. In Part II, *The Speech,* the order of the chapters has been slightly altered and a new chapter on *Choosing the Subject* has been added. Part III, *The Audience,* is unchanged except for the new chapter on *Listening To A Speech.* Part IV, *The Occasion,* still consists of a single chapter on *Speech Situations.*

The changes have added slightly but not significantly to a good book. Teachers will differ in their estimate of the chapter entitled *Maxims for Public Speakers,* which is a collection of eleven "neat little packages of rhetorical wisdom," to use Crocker's words. The chapter on *Listening* offers but little help to the student, but that on *Choosing the Subject* does remedy what to this writer was an important omission in the original text. The new typography is attractive, and the captions for the pictures do a nice job of making public speaking seem a vital activity in the daily routine of the world.

Some of the lesser weaknesses of the first edition still persist, however. The written style is in places choppy and repetitious, and the titles to some of the sections are not clear in meaning, often failing to reveal the all-over pattern of the work. Almost no attention has been paid to the idea of a speech proposition, or thesis, and there is apparently no attempt to give the student a *method* with which to prepare his speeches.

Yet despite these things the text remains one of the best and most useful on the market, its excellencies far surpassing the weaknesses. The revision has effected some improvement, the liveliness and concreteness of the original are retained, it offers sound advice in an interesting way, and in use it proves to be one of a small but select company of textbooks, for students enjoy reading it.

JAMES N. HOLM
Kent State University

BASIC SPEECH. By Jon Eisenson. New York: The Macmillan Co., 1950; pp. xi + 344. $3.00.

Basic Speech, by Jon Eisenson, is designed, according to the author, with "Effective Speaking as the Primary Objective." Its secondary purposes, to give a basic knowledge of the medium of communication and to improve voice and diction, appear to this reviewer to be more strongly and effectively stated. The book ranges widely over the field of speech, covering such diversified subjects as An Introduction to Phonetics and Motivating an Audience. Between these extremes, Professor Eisenson manages to cram a tremendous amount of information into 344 pages.

Occasionally the author seems unable to prevent himself from indulging in unsupported and perhaps unnecessary excursions into the realm of modern day life, such as ". . . the sound which accompany the tuneless tunes of the music that is jive." But in the main, he confines himself to the business at hand, and with an economy of words he covers his topics in an interesting and often original manner. A very helpful addition for student and teacher alike is the summary found at the end of each chapter. Eisenson does not fall into the trap of making his summaries short cuts to knowledge; rather, he uses them to point up the most important principles laid down for each subject. Each chapter contains a set of questions and exercises for the use of the instructor and student and a selected list of recommended readings which if actually read would give the student a broad knowledge of the whole field of speech.

The drawings and charts, particularly those found in chapter two, Speech Production—Sound Production—Voice, and chapter five, An Introduction to Phonetics, should add a good measure to the student's understanding of the material. In some cases, however, the accompanying caption does not substantially aid in an understanding of the cut because of a lack of direct relationship to the main text. Information on the composition of speeches, especially on outlining, analyzing, and synthesizing, is rather lacking, or at least escapes emphasis.

That portion of *Basic Speech* which deals with what may be termed the psychological approach should be of special value to the student who has time only for a brief summary of the subject. Eisenson in a few tersely written chapters discusses semantics, speech and personality, motivation, attention, and stage fright. The brief treatment accorded these subjects results, however, in a somewhat hazy, scatter-gun effect.

Considering the rather concise treatment accorded to a rather large area of the field of speech, it would seem that Jon Eisenson's *Basic Speech* is more suitable as a textbook for a survey or appreciation course in speech than it is as a textbook for a course in basic public speaking.

DAVID C. RALPH
University of Missouri

DYNAMIC PUBLIC SPEAKING. By George M. Glasgow. New York: Harper and Bros., 1950; pp. vii + 315. $2.50.

A straightforward presentation of speech principles, chosen for their relevance to the contemporary audience, marks the pattern of this fundamentals text. By writing in modified-outline form, Dr. Glasgow develops his ideas for speech training, aimed toward "cordial communication."

Such concise listing provides a convenient reference for the student. The intra-chapter headings anticipate areas of student questions, and practical aids are outlined to meet their needs.

Immediately following the divergent and rather negatively connotated introduction is the chapter entitled "Delivery." The term here is used almost synonymously with "adaptation," for the chapter includes not only a consideration of physical control, but also the development of poise and style. Voice principles, however, are delayed until Chapter VI, which is clear and well-rounded except for the slighting of inflection and rhythm. The third chapter on speech classification and the next on preparation contain helpful examples. Outlining principles are omitted, and certain of the steps in speech preparation, e.g., choosing a title before one analyzes the subject, seem confusing.

One of the ablest chapters is that on "Audience Psychology." The audience, stressed throughout as a pivotal concern in preparation and adaptation, is studied according to various factors — interests, abilities, and so on. The basic human motivations are applied to these factors, supplemented by devices for interest and suggestion.

The final chapters on special speech types, radio, and discussion are satisfactorily complete. Some instructors will regret the omission of oral reading, considered only in a half page on manuscript treatment.

Notable is the skill with which Dr. Glasgow weaves into his book the development of the student as a speech critic. Each chapter is provided, in addition to classroom exercises, with home projects in which students are urged to evaluate speakers they have heard. At specific points, the student is referred to the well-chosen contemporary speeches in Part II, for comparison and criticism.

The oversight of two important areas should be mentioned. The second chapter refers frequently to the student's confidence in his knowledge and in his subject-matter. However, up to this point, and indeed throughout the book, no emphasis is given to the discovery and formulation of ideas. The concept of the central theme is neglected. Likewise, little encouragement is given for continued growth of personality, and the ethos of the speech situation is disregarded.

More frequent transitional and summary statements would improve the readability. The impersonal approach is alleviated by Warren King's amusing cartoons. The student will probably appreciate the directness of this text.

MARILYN N. HEWLETT
Chicago

SPEECH PROJECT AND DRILL BOOK. By Leroy T. Laase. Dubuque, Lowa: William C. Brown Co., 1950; pp. ix + 255. $2.25.

Dr. Laase's manual is divided into two parts: Part I, Speaking and Listening Projects; Part II, Voice and Pronunciation Drill Material. An appendix of thirty-two pages contains a diagnostic questionnaire and rating scales covering: (1) the Measurement of Speech Needs and Abilities; (2) The Measurement of Achievement in Basic Principles; (3) Measurement of Achievement in Speech Making; (4) Measurement of Achievement in Reading Aloud.. In a note to the instructor, the author states that the manual is ". . . adapted for use in either a two or three hour, two semester course."

Teachers who have been accustomed to thinking in terms of a two or three hour *one* semester course in speech may be somewhat startled by the wealth of material which is included in these pages. However, by judicious selection of projects and exercises, the book might well be used in such courses provided that the instructor believed the materials worth the cost.

The materials are cumulative in difficulty and complexity, and repeated functions are stated several times. They are exceedingly well organized, and are stated in simple, direct terms.

To this reviewer, the speaking and listening projects are superior to the drill materials. The former are characterized by the use of sound psychological and teaching principles. They should be of value to both student and teacher, provided that the latter does not permit the student to become bogged down in specific details of the speech situation and keeps clearly before him the total speech situation.

The drill materials may be effective. The essence of many of them have been used for some time. The selections for practice, in the main, seem to be those we have seen before. Contemporary material is slighted in favor of standard selections; these are well chosen, however.

Speech Project and Drill Book should be widely used in those classes for which it is adapted.

HERBERT L. CURRY
Central Michigan College of Education

SPEECH EDUCATION IN OHIO. By Franklin H. Knower. Columbus: Ohio State University, 1950; pp. iv + 157.

This research survey of speech education in Ohio schools for the year of 1948-49 was conducted by Professor Knower with the cooperation of the Ohio Association of College Teachers of Speech. Also participating in the project were the Division of Elementary and Secondary Education of the Department of Education, State of Ohio; the Division of Special Education; the Ohio High School Speech League; and various members of the Department of Speech at Ohio State University.

The purpose of the survey was to secure as complete a picture as possible of the scope and kinds of speech education in the State of Ohio. It is essentially a study of the status of the work done in the field so that teachers of speech might take stock, analyze and evaluate the programs in Ohio, compare them with those in other states, and work constructively to solve existing problems in speech education. Sources of data were official state reports to the State Department of Education; interviews with high school principals, elementary school principals, Ohio citizens, and professors of Education; questionnaires which were used in connection with the interviews; mail questionnaires employed to secure data from college speech departments and directors of personnel in industry and business; reports of the Department of Special Education and the High School Speech League, as well as membership files of the National Forensic League and National Thespian Society.

The purposes, methodology, data, conclusions and recommendations, forms used in the study, and lists of elementary teachers, high school teachers, college faculty members and clinics are all reported in systematic, clear-cut form according to the following Table of Contents: Introduction, Ohio Citizens Report Reactions to Speech Education, Directors of Personnel Training Programs Report on Speech and Industry, Speech in the Elementary School and the Public School Program in Speech and Hearing Therapy, Speech in the Secondary School, Professors of Education in Colleges Interviewed about Speech in the Public Schools, Speech in Ohio Colleges, Miscellaneous (Conferences, Association Memberships, etc.), Conclusions and Recommendations, and Appendixes (contain all forms used in the survey; list of teachers in Ohio).

This is a valuable job well done. It is filled with facts which are of importance to teachers in every state which has programs of speech education. Too many of us have fumbled along without accurate information regarding the status of our work; we are not sure of what is being done, by whom, and how the job is handled. The thinking and planning behind the survey is, in itself, illuminating and broadening. The methods of securing the data are practical and productive. The recommendations and conclusions strengthen speech education not only in Ohio, but throughout the country.

Congratulations to Franklin Knower, the Ohio Association, and all who worked on the project. It should provide a stimulus and a pattern for further work of this kind in every other state.

KARL F. ROBINSON
Northwestern University

THE ART OF SCENIC DESIGN. By Lee Simonson. New York: Harper and Bros., 1950; pp. 174. $4.50.

The Art of Scenic Design apparently was intended for popular consumption by the average theatre-goer. It is definitely *not* the discussion of meth-

ods and principles for which technicians in the educational theatres have long prayed — the book to serve as both inspiration and "crutch" for student designers.

Scenic Design opens with the picture stages of Renaissance Italy, and briefly reviews the role of perspective throughout the Occidental theatre from the fifteenth through the twentieth centuries. With equal speed and brevity the reader moves through the Renaissance interest in and development of stage machinery. Then follows the growth of the auditoria. In none of these quick surveys is anything "new" presented. Obviously Simonson presupposes a relatively complete background in theatre history on the part of his reader; either that or nothing beyond a trivial interest in text and an urge to get along quickly to the pictures!

Midway through the text Simonson re-presents his translation of Adolphe Appia's philosophy of production for "Tristan and Isolde." Everything that has gone before now assumes the role of an introduction. The author points out that "the assumptions of Appia's scenario are basic for modern stage setting . . . . the integration of form, movement, and light into an aesthetic unity." The discussion of "Liliom" which follows makes the application of the Appian philosophy to a modern play. (A very stimulating few paragraphs.) The next deals briefly with the Meiningen innovations in directing and co-ordinated designing as the second significant step toward modern techniques, and briefly discusses the Duke's sketches for Schiller's "The Maid of Orleans" in illustration.

Now, (in thirteen pages!) Simonson covers the "Ways and Means" toward the achievement of unquestionably desirable objectives.

The illustrations, excellent reproductions of photographs, sketch and line drawings, which make up three-fourths of the book are divided into three sections: The first is a comparative grouping of pictures to indicate the manner in which certain scenic devices, ideas, and characteristics have been perpetuated from the 16th into the 20th century. The second presents a sampling of Simonson's own work from 1919 to 1948, and includes a number of working drawings and sketches which greatly enrich the value of the photographs. The third shows six sets of designs for modern productions of "Hamlet." The designers are Vlatislav Hofman (1926), Robert Edmond Jones (1923), Norman Bel Geddes (1931), Stewart Chaney (1936), Lee Simonson (1933), and Donald Oenslager (1936). Each of the three sets of illustrations is introduced in a brief but interesting manner.

It is my opinion that the value of the book for the educational theatre has been greatly lessened by the brevity of the text.

JOHN P. LELAND
Knox College

SPEAK FOR YOURSELF. Essentials of Reading Aloud and Speaking. By J. S. Driver. New York: Harper and Bros., 1948; pp. x + 206. $2.75.

This book seems to have been written primarily for adults having little or no academic training in speech, who are now confronted with the task of reading aloud (particularly from the Bible) before a group. It is an excellent handbook for readers in churches such as the Christian Science Church.

The author tells exactly how to read in the impersonal style acceptable in those churches, with "correct" and "incorrect" ways of emphasizing words in various Biblical passages marked out. This is not the type of reading usually taught in courses in interpretation.

Although this "inspirational," "how to" book is devoted primarily to the reading of the Bible, with some attention to voice and pronunciation, there are also chapters which explain how to introduce a lecturer, how to deport onself on a platform, how to conduct a meeting, etc.

The title, *Speak for Yourself,* is somewhat misleading, since most of the book deals with reading rather than speaking; and since the author's chief contention is that self must be submerged if good reading and speaking are to be attained, the appeal to self in the title seems out of harmony with the author's basic point.

Mrs. Driver has a dynamic, conversational style. Her figures of speech are feminine and as fresh as a batch of cookies just out of the oven. This breezy style, italicized headings, short chapters, and format all make it an easy book for the novice to read.

EDNA GILBERT
State Teachers College,
Minot, North Dakota

PERSUASIVE SPEAKING: PRINCIPLES AND METHODS. By Robert T. Oliver. New York: Longman's, Green and Co., 1950; pp. xi + 272. $3.00.

This book will be heartily welcomed by teachers of courses in persuasive speaking. Not a revision of the author's *Psychology of Persuasive Speech,* this book is a functional text emphasizing application of the theory and principles of persuasion to the speaking situation.

While Professor Oliver's widely accepted earlier work stands as the definitive statement of the theory of persuasion, it has frequently been found too difficult and insufficiently functional for use as a beginning text in persuasion. The gap between theory and practice has been admirably bridged by *Persuasive Speaking Principles and Methods.*

Two introductory chapters establish the author's rationals of persuasion. Similar in many respects to his earlier work, the author's philosophy is audience-centered. Considerable attention is given here and elsewhere in the book to term "tinsit" (tendency-in-situation), a concept of audience behavior of considerable interest to the persuader. This is followed by an ex-

cellent chapter on delivery, which avoids the standard approach of the fundamentals text and emphasizes those aspects bearing directly upon persuasion. Some initial confusion may result, however, from the author's concept of "diction" as "word choice." Although accurate, this concept is not as widely used as that of "diction" as "articulation" and "pronunciation."

Five chapters carefully analyze evidence, reasoning, emotion and rationalization as sources of motivation. Helpful advice on the organization of the persuasive speech follows. The final section of the book treats, in separate chapters, the preparation and delivery of speeches to convince, actuate and stimulate.

Two questions may be raised about the content and organization. In the sequence of chapters, "delivery" is discussed prior to "organization" and the important chapters on motivational techniques. A more realistic approach would have placed "delivery" immediately after "organization," the sequence then going from "subject" to "materials" to "organization" to "delivery." Secondly, has "language" or "style" been given adequate treatment? The subject is dismissed in five pages in the chapter on delivery and is referred to only briefly in examining the types of persuasive speeches. Word choice and oral style seem sufficiently important in the persuasive process to deserve more extensive consideration.

This book is written concisely and interestingly. Pertinent examples are profuse. Students should enjoy studying it.

Persuasive Speaking is one of the most significant recent publications in the field. With *The Psychology of Persuasive Speech* as supplementary reading, it should make an excellent text for courses in persuasive speech.

CLAIR R. HENDERLIDER
Western Reserve University

NEW DICTIONARY OF AMERICAN POLITICS. By E. C. Smith and A. J. Zurcher. New York; Barnes and Noble, Inc., 1949; pp. viii + 437. $3.25.

Some 3500 entries in 412 pages are here "intended to provide a comprehensive and accurate reference work in American government and politics." Probably no one will deny that "a conscientious attempt has been made to incorporate all leading ideas and institutions . . . from the broad field of American government and public affairs." But most people will probably conclude, after checking a few definitions, that the end result is *too little about too much,* even though recognizing that the book is entitled a *dictionary* and not an *encyclopedia* or *reference work.*

Definitions are frequently as *useless* as the following: "prison. An establishment for the incarceration of persons convicted of crime"; "poor relief. Organized private or public assistance to needy families."

Many entries are so very *brief* that they ignore highly important concepts. For example: *proletariat* is explained simply as "the working class"; *reactionary* is "one who favors a return to an outmoded system." If the

Cross-of-Gold Speech deserves an entry at all, the explanation should not only identify the speaker, the place, and the time—but it certainly should also include the results commonly attributed to that address.

Obviously this work has found purchasers and users: it has evolved from an 1888 edition. Capable scholars have contributed and edited the book. In 1924, 1944, and 1946 the work was rewritten or revised. Public speakers may find it desirable to have this sort of volume at hand, but few teachers (whether in speech or the social sciences) will be apt to consider it complete enough. They will prefer that their students go to the *Encyclopedia of the Social Sciences* or some other well-known encyclopedia.

Probably no other book now available provides as complete a coverage of *recent terms* in political affairs. Acceptable definitions can be found, for example, of *cold war, Dixiecrats*, and the *Political Action Committee*. The book's greatest value will probably come to those rare individuals who need to obtain brief identification of such terms.

EARNEST BRANDENBURG
Washington University

HANDBOOK OF BIOLINGUISTICS. By Clarence Meader and John Muyskens. Toledo: Toledo Speech Clinic, 1950; pp. xxi + 330. $10.00

This *Handbook* appears to be complete within itself. However, it is only Part I. Section A. 1. of a projected series that will encompass the following outline:

Part I. General Introduction and Phonetics
  Sec. A. Normal Speech
    1. The Production of Speech Sounds (physiologically and genetically presented)
    2. The Physics of Speech (media)
    3. Reception and Understanding of the Symbols
  Sec. B. Abnormal Speech
Part II. Semantics

Together the several parts add up to *Biolinguistics*, or an explanation of "all language phenomena in the functional integration of tissues and environment." Part I. Sec. A. 1. treats the *communicator* who is represented as a composite of (1) energy (a physiological system), (2) integration (an interaction of the parts of the system), and (3) emergence (a specific development of a functioning system for oral communications).

In the light of the present volume the series should present a thorough interpretation of language as a biological process. Already, with only one volume read, the student of speech may raise the question, Is language a biological phenomenon, or at our level of linguistic development does normal speech only have biological accompaniments? Professor Leon Strong of the

University of Chicago Medical School writes a strong endorsement of the book in a foreword and one that is relevant to the question. (Incidentally, his statement is an implied assurance that the authors have handled physiology and anatomy well. This is good news, for the treatment out-distances the knowledge of most speech teachers and linguists.) Professor Strong underwrites the subject matter, *Biolinguistics*, and continues, "From the over-all view, speech disorders are medical problems." A logical extension would seem to be that from the same view normal oral language — the topic of this book — is a biological problem. Professors Muyskens and Meader would have it so, biology even being responsible for the length of sentences in written language; and, therefore, this book!

Subject to reconsideration after the whole of *Biolinguistics* has been published, the writer prefers for students of speech to study anatomy, acoustics, and psychology with the notion that speech, or language — as the case may be — draws importantly from each, but not with the view that speech is essentially within one of these sciences. To question the proper perspective for viewing speech against a genetic and philogenetic background may be to quibble. Speech, like the proverbial elephant, is examined by many interested parties, each of whom describes the animal in the light of a singular interest. The amount of emphasis that these students accord the biological aspects of speech varies from none to *Biolinguistics*, with *socio—biological* falling within the range. The present handbook is captivating. It pulls the reader toward an all-out biological interpretation of speech. The organization of the book contributes to this; also the authors' completeness of treatment, and possibly a certain logic that seems to be inevitable as soon as one accepts a general concept of evolution. After all, no amoeba, no dog; no little brain, no big brain; the foetus is father of the man; etc. The crowning development in speech. Hence, one should find the explanation of adult speech in the biological development of the race and the individual.

There is room for the reader to be a bit skeptical about some of the premises of *Biolinguistics* without questioning the significance of the book. For example, at least one generation of students of speech has learned, "speech is an overlaid process:" and many who have learned it repeat it perfunctorily. There is value in tying the phrase down to specifics, for example, to the alimentary system and processes, and in turn to sucking, swallowing, and chewing. Furthermore, it is convenient and helpful to have a physiological unit for defining the boundaries of single sounds. The *hypha* supplements Professor Stetson's "breath stroke" nicely.

While *Biolinguistics* admits to being scientific, the authors are frequently dogmatic. There is no conflict here when the science is a matter of enumerating and classifying anatomical structures, etc. The interpretation may outweigh the evidence, however, in the explanation of the development of language, even in the all-important order of the "levels of emergence:" melody, rhythm, accent, phonation, consonants.

One may believe from the documentation that the manuscript for the handbook has been essentially complete for about a dozen years. This documentation includes an array of informative tables, figures, and explanations

from standard sources in anatomy and physiology and a number of theses from the University of Michigan. Instrumentation in the experimental studies included X-ray equipment and the kymograph. The two devices are hardly comparable in the exactness with which they give information, but at the time the studies were done nothing better than the kymograph was generally available.

There has been no book like this one, and it will probably stand alone for a long time. A faultless editorial job was in order, a final one that the manuscript apparently did not get. Some almost fruitless repetitions of material or argument appear; occasional citations, as *Mathews,* 1928, in the text are not in the bibliography; and the style may be uneven. However, the indexes, bibliography, and glossary show the results of careful editing.

Professors Meader and Muyskens have made an important contribution to students of speech. They present a compendum of useful materials as well as a systematic treatment of language. Speech science is indebted both to the authors and to one of their students who generously published the manuscript.

JOHN W. BLACK
Ohio State University

CONSTITUTION

Central States Speech Association

(Adopted May 8, 1937)
(Revised April 14, 1950)

Article I: Name

The name of the organization shall be The Central States Speech Association.

Article II: Purpose

1. The purpose of the Central States Speech Association shall be to unite those persons in the Central States area, with an academic or professional interest in speech and on all educational levels, for the promotion of their mutual interests and the advancement of their common field.
2. The area of the Central States Speech Association shall include: Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, Oklahoma, South Dakota, and Wisconsin.

Article III: Membership

1. Membership is open to any person in the Central States area who is interested in the purpose of the organization. Membership shall be of three classes: basic, sustaining, and student.
2. Basic members shall have voting privileges, shall be eligible to hold office, shall receive an annual subscription to the *Central States Speech Journal*, and may exercise such other privileges as may be provided by the Association.
3. Sustaining members shall be entitled to all of the privileges of basic members, shall be exempt from the payment of the conference fee, and shall receive any additional special services as authorized by the Executive Committee. The names of all sustaining members shall be published once each year in the *Central States Speech Journal*.
4. Student members, who must be undergraduate or graduate students, shall receive the communications of the Association except the *Central States Speech Journal*, and shall be entitled to attend the Annual Conference without being subject to the conference fee. Student members shall be entitled to a voice in Association meetings, but shall not be eligible to vote or hold office.

Article IV: Officers

1. The officers of the Association shall be a President, a President-elect, a Vice-president, and an Executive-secretary. The officer shall be elected in a manner hereinafter provided and, except for the Executive-secretary whose term shall be for three years, shall serve for a term of one year.
2. It shall be the duty of the President to preside at the meetings of the Association, to plan the annual conference program, to appoint committees, to serve as the official representative of the Association, and to promote the best interests of the Association.
3. The President-elect shall perform such duties as shall be assigned to him by the President, and shall succeed automatically to the office of President when the office becomes vacant.
4. The Vice-president shall serve in the place of the President whenever the President shall so designate, and shall perform such other duties as the President may assign.
5. The Executive-secretary shall keep the minutes of all the meetings, have charge of the receiving and dispersing of funds, prepare the accounts for annual audit, and have general charge of the business of the Association.

6. The President, the President-elect, the Vice-president, the Immediate Past-president, and the Executive-secretary, together with the Editor of the *Central States Speech Journal* who shall be a member *ex-officio* without vote, shall constitute the Executive Committee of the Association.
7. The officers shall take office June 1. Should an emergency arise which force a temporary suspension of the activities of the Association, the officers shall continue until their successors are elected.

Article V: Advisory Committee

1. The President or another representative designated by each of the state speech associations in the Central State area shall constitute the Advisory Committee of the Central States Speech Association.
2. The Advisory Committee shall assist the Executive Committee in carrying out the work of the Association.

Article VI: Nominations and Elections

1. Not later than the time of the annual meeting of the Speech Association of America, the President, after consultation with the Executive Committee, shall appoint a nominating committee who shall nominate candidates for the elective offices to be filled in the next election. The nominations shall be either sent to the membership or published in the issue of the *Central States Speech Journal* preceding the Annual Conference. At the Annual Conference there shall be an opportunity at a regular business meeting for additional nominations to be made from the floor.
2. Within ten days after the Annual Conference, the Executive-secretary shall mail a ballot to the members of the Association. The ballot shall include, in addition to the names of the nominees, a statement of the location and position that identifies each nominee. Only ballots which are returned within twenty days from the date of mailing to the membership shall be counted. The Executive-secretary shall appoint a committee of three tellers to open and count the ballots and within five additional days shall notify all candidates and all members of the Executive Committee of the results. The results of the election shall be published in the next issue of the *Central States Speech Journal*. All ballots shall be filed for record until the close of the next Annual Conference of the Association.

Article VII: Meetings

1. A business meeting of the Executive and Advisory Committees shall be held at the time and place of the annual meeting of the Speech Association of America.
2. Except in periods of emergency when the Executive Committee may decide otherwise, an Annual Conference of the Association shall be held each year at a time and place to be selected by the Executive and Advisory Committees. It is recommended that whenever feasible the committees select a place somewhat removed from the current meeting site of the Speech Association of America, and that the place of meeting be selected two years in advance.
3. The Executive Committee shall have the authority, at its discretion, to hold the Annual Conference in conjunction with the Speech Association of America whenever the Speech Association of America holds its annual meeting in the Central States area.

Article VIII: Fees

1. The annual membership fee for the Association shall be $2.50 for basic membership, $5.00 for sustaining membership, $1.00 for student membership.

2. There shall be a Conference Fee of $1.50 to be paid by each basic member or non-member who attends the Annual Conference. Sustaining and student members shall be exempted from payment of the Conference Fee.
3. The Executive-secretary of the Central States Speech Association is empowered to negotiate with state associations in the Central States area and with the Speech Association of America for combination memberships provided that the share of the Central States Speech Association shall be not less than $2.00 per year, which shall entitle such combination member to basic membership in the Central States Speech Association.

Article IX: Publications

1. The Executive Committee shall have authority to publish one or more issues of a *Central States Speech Journal* annually.
2. The Executive Committee shall be responsible for the appointment of an Editor, who shall have the responsibility of preparing such issues as are approved by the Executive Committee. His term of office shall be for three years.
3. The Editor shall have the authority with the advice and consent of the Executive Committee to select such associate editors and assistants as he deems necessary.
4. The Executive Committee shall be responsible for all decisions pertaining to financing the *Central States Speech Journal.*
5. The *Central States Speech Journal* shall be distributed without charge to all basic and sustaining members.

Article X: Amendments

1. Amendments may be initiated by the Executive Committee or upon the petition of ten members submitted to the Executive-secretary.
2. Amendments may be made by a two-thirds vote of the members of the Association who vote on any proposed amendment.
3. Amendments may be made in the general business meeting of the Annual Conference, providing the proposed amendment has been submitted to the membership 20 days in advance or has been published in the preceding issue of the *Central States Speech Journal.*
4. Amendments may be made by mail vote of the membership on the basis of those ballots which are received within twenty days after the ballots have been mailed to the membership by the Executive-secretary. The Executive-secretary shall count the ballots and announce the results publicly in the next issue of the *Central States Speech Journal.* All ballots shall be filed for record until the close of the next Annual Conference of the Association.
5. Amendments shall take effect immediately following their adoption.

NEWS AND NOTES

LELAND M. GRIFFIN, *Editor*

A DIRECTORY OF DISCUSSION AND DEBATE TOURNAMENTS FOR 1950-1951

ILLINOIS:

Annual Bradley University Invitational Speech Tournament, Peoria, November 17, 18, 1950.

Annual Illinois Tournament, Navy Pier, December, 1950.

Greenville College Tournament, Greenville, December 9, 1950.

Illinois State Normal 19th Annual Invitational Debate Tournament, Normal, January 12, 13, 1951.

Annual Great Western Tournament, Northwestern University, February, 1951.

Eastern Illinois State College 14th Annual Debate Tournament, Charleston, February 3, 1951.

Fifth Delta Sigma Rho Congress, Hotel Congress, Chicago, April 12, 13, 14, 1951.

Illinois State Tournament, Lake Forest College, April, 1951.

Knox College Tournament [date not set].

INDIANA:

Manchester College Cross-Examination Debate Tournament, North Manchester, November 11, 1950.

Ninth Annual Tau Kappa Alpha Regional Conference, Purdue University, November 16, 17, 1950.

Purdue University Forensic Conference, January 12, 13, 1951.

Hoosier Debate Tournament, Indiana University, January 13, 14, 1951.

Indiana State Teachers College Tournament, Terre Haute, February, 1951.

Purdue University Novice Tournament, February 11, 1951.

Fourth Annual DePauw Delta Sigma Rho Invitational Tournament, Greencastle, February 17, 1951.

Hoosier Forensic Conference, March 2, 3, 1951.

Indiana High School Forensic Tournament, April 28, 1951.

IOWA:

Simpson College Pre-Season Debate Tournament, Indianola, November 4, 1950.

Grinnell College Discussion Conference, Grinnell, November 10, 11, 1950.

University of Iowa Annual Intercollegiate Conference on World Problems, Iowa City, December 1, 2, 1950.

Western Conference Debating League Discussion Conference, Iowa City, March 16, 17, 1951.

Morningside Debate Conference, Sioux City.

KANSAS:

Kansas State College Beginners Tournament, Manhattan, November 11, 1950.

MICHIGAN:

Michigan Intercollegiate Speech League Tournament, Michigan State College.

MINNESOTA:

Annual St. Olaf College Women's Debate Tournament, Northfield, November 17, 18, 1950.

Red River Valley Forensics Tournament, Concordia College, Moorhead, February 2, 3, 1951.

Twentieth Annual Northwest Debate Tournament, College of St. Thomas, St. Paul, March 1, 2, 3, 1951.

Minnesota Intercollegiate Debate Tournament, University of Minnesota, April 6, 7, 1951.

Upper Midwest Junior College Debate Tournament, University of Minnesota, April 6, 7, 1951.

Upper Midwest Freshman Debate Tournament, University of Minnesota, April 6, 7, 1951.

MISSOURI:

Midwest Invitation Speech Tournament, Northeast Missouri State College, Kirksville, December 1, 2, 1951.

Third Annual William Jewell College Invitational Debate Tournament, Liberty, January 13, 1951.

Missouri State Debate Tournament, Central Missouri State College, Warrensburg, March, 1951.

NEBRASKA:

Nebraska Intercollegiate Debate and Discussion Conference, University of Nebraska, February 23, 24, 1951.

OHIO:

Ohio Intercollegiate Debate Conference, Ohio University, October 20, 1950.

Ohio Annual Pre-Season Debate Tournament, Denison University, November 4, 1950.

Tau Kappa Alpha Ohio Regional Conference, University of Cincinnati, October 28, 1950.

Ohio Intercollegiate Women's Debate Tournament, Capital University, December 8, 9, 1950.

Ohio Beta Chapter, Pi Kappa Delta, High School Tournament, December 16, 1950.

Ohio Wesleyan Tournament, Delaware, January 14, 1951.

Ninth Annual Buckeye Tournament, Kent State University, February, 1951.

Great Lakes Area Tournament, Bowling Green University, February, 1951.

Ohio Beta Chapter, Pi Kappa Delta, College Cross-Examination Tournament, March 31, 1951.

Ohio Speech Association Annual First Year Debate Tournament, Kenyon College, April 21, 1951.

OKLAHOMA:

Phillips University Annual Invitational High School Tournament, November 17, 18, 1950.

SOUTH DAKOTA:

University of South Dakota Discussion Meet, Vermillion, November 3, 4, 1950.

Sioux Falls College Invitational Tournament, Sioux Falls, January 6, 1951.

South Dakota State Speech Meet, Dakota Wesleyan University, February 9, 10, 1951.

University of South Dakota Invitational Debate Meet, March, 1951.

TENNESSEE:

Tau Kappa Alpha National Convention, Harrogate, March 16, 17, 18, 1951.

WISCONSIN:

Eau Claire State Teachers College Annual Speech Meet, Eau Claire, February 16, 17, 1951.

University of Wisconsin Annual Delta Sigma Rho Discussion and Debate Tournament, March 9, 10, 1951.

River Falls State Teachers College "B" Debate Tournament, River Falls, March 24, 1951.

FORENSIC ACTIVITIES

Alma College: Alma will participate in both the Regional and National Tau Kappa Alpha conferences. This year marks the tenth anniversary of TKA on the Alma campus, and plans are underway for an anniversary banquet in May.

A. Westley Rowland, Alma chapter sponsor, is the new president of the Michigan Intercollegiate Speech League.

Albion College: A discussion on the national debate topic will be held on November 29. Ten colleges and universities are expected to participate, and representatives from such groups as the Atlantic Union Committee and the United Nations Association will be present.

Greenville College: The annual 2000 mile spring debate tour is now being planned. Last year, Greenville debaters visited campuses in Kentucky, Tennessee, Alabama, Louisiana and Arkansas.

University of Illinois: The annual Conference on Public Problems, which employs a discussion-debate-parliamentary assembly progression, will be held in February.

State University of Iowa: The Annual Iowa Intercollegiate Conference on World Problems will feature four rounds of debate, four periods of discussion, public speaking, extempore speaking and two legislative sessions. About twenty schools will attend this two-day invitational meeting at which the national intercollegiate questions will be used. Present plans call for the participation of forty to fifty Iowa students in addition to the visitors. Tentative plans also include some radio broadcasts of conference activities.

The proposition, "Resolved: That Democratic Socialism is the best defense against Communism," was argued on the negative by the University of Iowa on October 31 against the British debaters. George McBurney, a junior in the College of Law, and Edward Diekmann, a senior in the College of Engineering, represented Iowa.

The Forensics Association began its season with a mixer on September 26. Approximately sixty students are meeting regularly on Tuesday evenings to participate in debate and discussion activities. The Weekly Student Forum of the Air continues to feature discussions on current issues over University State WSUI-KSUI. The Speaker's Bureau is preparing to aid in the annual Campus Chest drive by furnishing individuals to explain the nature of the drive to campus groups.

Kansas State Teachers College of Emporia: The Emporia State Debate Squad has just completed a traveling clinic on the high school debate question. The squad appeared before twenty high schools and nearly four hundred high school debaters in Kansas.

University of Michigan: The Fourth Annual University of Michigan Debate Assembly was held on October 14. Five hundred high school debaters attended an all-day clinic on the national high school debate topic. N. Edd Miller, Director of Forensics, and Alfred Storey, new debate coach at the University, were in charge of proceedings. The morning program consisted of three lectures and discussions of various phases of the topic; and in the afternoon, debate techniques were discussed and a demonstration debate was presented by members of the University debate squad. William Sattler concluded the program with a critique of the debate.

The first Speech Department Assembly presented a combined debate on the subject of Women's Rights before more than 1000 speech students.

Mundelein College: The Mundelein Chapter of Delta Sigma Rho plans to attend, among other contests, the Annual Great Western Tournament, the Bradley University Tournament and the Knox College Tournament.

Northern Illinois State College: Major events on the forensics program include the following: the annual George O. Strawn Memorial Discussion Contest, October 17-November 6; a debate with the combined British universities debate team at DeKalb, October 30; and the second annual Illinois Student Legislative Assembly in the state capitol at Springfield, November 10 and 11. The forensic program is under the direction of Dr. Paul Crawford and Dr. Margaret Wood.

NORTHWESTERN UNIVERSITY: During the week of October 9 the members of the forensic staff conducted try-outs for more than fifty applicants for positions on the three debate squads. The amount of participation is expected to equal last year's total of 200 discussions, debates, extemporaneous contests and public programs.

Intramural and intercollegiate oratory at Northwestern are under the direction of Mr. Mason Daly. During November and December he will make plans for the intramural contests which culminate in the annual Kirk Oratorical Contest, which is held in February. The winner of the Kirk contest will represent Northwestern University in the contest of the Northern Oratorical League. Northwestern's representative in the 1950 contest, Charles Sohner, won first place.

OLIVET NAZARENE COLLEGE: Staff members of WONC, campus radio station, plan to attend the radio clinic to be held at Lindenwood College on October 27 and 28.

SIMPSON COLLEGE: Simpson College will be host to about fifteen or twenty colleges in a debate tournament to be held on November 4. This is an annual pre-season tourney, consisting of four rounds of debate and comment by selected critics.

WILLIAM JEWELL COLLEGE: William Jewell will be host to a high school debate clinic on October 28. There will be three rounds of non-decision debate, with a full half-hour of critical discussion following the debates. A luncheon and demonstration debate will be held at noon.

UNIVERSITY OF WISCONSIN: Mr. Harry W. Adams, Class of 1900, has shown his confidence in the values of training in forensics by making possible four forensic scholarships of $250 each for 1950-1951. The recipients of these scholarships are now members of the Wisconsin Forensic Union.

INSTITUTES, FESTIVALS, ETC.

DEPAUW UNIVERSITY: WGRE is planning its second annual Radio Homecoming Conference to be held the first Saturday in February. Recent graduates now working in the field of radio are invited to return to share their experiences with students in radio classes.

EARLHAM COLLEGE: The Earlham Institute on Foreign Affairs will be held May 10, 11, and 12, 1951.

UNIVERSITY OF ILLINOIS: The Department of Speech is cooperating with the Illinois Speech Association, the Illinois High School Association and the University of Illinois Division of Extension to present a Conference on Interscholastic Speech Activities on November 3 and 4. The theme of the Conference which is held in connection with the annual meeting of the Illinois Speech Association, is: "What does speech have to do with living in today's world?" Discussion groups will try to answer these related questions: "How can the theatre help solve the problems we face?" "How can enduring ideas of literature be revitalized through interpretation?" "How can contemporary issues best be considered through discussion and debate?"

State University of Iowa: Two conferences were sponsored in Speech Pathology and Audiology during the 1950 summer session. On June 23 and 24 a conference was centered upon the rehabilitation of the cleft palate child. On July 14 and 15 a conference was held which covered various topics of interest to students of Speech Pathology and Audiology.

Twenty students were enrolled in the Twentieth Annual Speech and Dramatic Art Program for High School Students, June 26 to July 28. The program of study included a course in fundamentals of speech for all participants and additional work in either dramatic art or discussion and debate. Those electing to study dramatic art participated in dramatic productions; those electing to study discussion and debate presented demonstration discussions and debates on the national high school question for 1950-1951. Hugh F. Seabury, Associate Professor of Speech, directed the program; Charles L. Balcer, Director of Forensics, University High School, was in charge of discussion and debate; and Harold C. Crain, Associate Professor of Dramatic Art, was in charge of the dramatic art work.

Lindenwood College: Station KCLC, laboratory for the radio area of the Lindenwood speech department, will be hostess to member stations of the Seventh Region of the Intercollegiate Broadcasting System, October 27 and 28. The meeting will take the form of a clinic, each radio station producing shows carried as part of the regular programming schedules of their home stations. St. Louis commercial radio station personnel will evaluate the demonstrations.

Marietta College: The department plans a campus workshop in parliamentary procedure for all officers of student organizations, and a discussion conference for high school juniors and seniors within a 75 mile radius of the college.

Midland College: Members of the department will participate in the annual Fine Arts Festival to be held on March 1.

University of Minnesota: The Sixth Annual Children's Theatre Conference was held at the University of Minnesota on August 24, 25 and 26, 1950, under the auspices of the Children's Theatre Committee of the American Educational Theatre Association. The Conference provided an opportunity for Children's Theatre workers from all parts of the country to share their experiences, to obtain assistance from specialists in solving their problems, to learn new techniques, and to discuss and evaluate recent developments in the field.

Mundelein College: The National Convention of the Catholic Theatre Conference, sponsored by Mundelein College, will be held June 13-16, 1951. David B. Itkin, Director of Drama, DePaul University, and Sister Mary Carmelia, of Mundelein, will serve as co-chairmen of the Convention.

Ohio University: Dr. S. I. Hayakawa was a guest at Ohio University for a three-day conference on Semantics and Human Relations on October 25, 26 and 27. This conference was sponsored jointly by the School of Dramatic Art and Speech, the Department of English, and the Department of Human Relations. Dr. Hayakawa gave several lectures and participated in numerous discussion groups.

Olivet Nazarene College: Dr. Charlotte Lee, of Northwestern University, Mr. Kenneth Burns, of the University of Illinois, and Mr. Carol Lundy, of Bethany-Peniel College, were among the guests at Olivet's 1950 Annual Poetry Festival. The 1951 Festival will be held on the campus on April 13.

Sioux Falls College: The Third Annual Tri-State Drama Festival and One-Act Play Contest will be held March 16 and 17. Twenty-two schools participated in the festival held last year.

Southern Illinois University: The Fifth Annual Little Egypt High School Speech Festival will be held at Carbondale under the sponsorship of the Southern Illinois University Department of Speech. The date for the event has yet to be determined.

Tarkio College: The annual Speech and Music Festival, for high schools in the Tarkio area, will be held about March 15.

Washington University: Washington University played host to more than 100 high school debaters and their coaches at an institute held on October 28. A demonstration debate on the national high school question was staged between Washington University and the University of Illinois, and faculty members of both institutions discussed various issues of the question.

William Jewell College: The fourth annual intramural speech festival, which will feature debate, oratory, oral interpretation, extempore and after-dinner speaking, will be held between November 27 and December 14.

University of Wisconsin: The Wisconsin High School Forensic Association has announced the following speech institutes:

Stevens Point	State Teachers College	September 23
River Falls	State Teachers College	October 7
Neenah	Neenah High School	October 14
Eau Claire	State Teachers College	October 21
Park Falls	Park Falls High School	October 28
Madison	Bascom Hall, University	November 11

SPECIAL PLANS AND PROJECTS

University of Akron: The department will begin regularly scheduled broadcasts over Station WADC early in November. The programs will be in the nature of experimental productions. Phyllis Hardenstein, Instructor in Radio, will direct.

Albion College: A brochure covering the work and personnel of the Project Speaking course will be issued this fall as a College bulletin. The course offers a combination of class and field work in public speaking.

Augustana College, Sioux Falls: A course in Fundamentals of Radio Broadcasting has been added to the curriculum to implement the work of the college radio station, KAUR. The course will be taught by Professor Hugo Carlson, who has just returned to Augustana after five years with the ABC network in California.

Central Missouri State College: Dr. Gilbert Rau, Chairman of the Department, conducted a series of socio-drama and role-playing programs this past school year. The projects were developed in Fundamentals of Speech, Public Speaking, and Advanced Public Speaking classes.

Clarke College: The campus radio station, CLRC, now broadcasts a total of twenty hours a week. Two shows, "A Woman's World" and "Everybody Listen," are broadcast weekly over the local station, WKBB.

A course in fencing, offered for the first time this fall, will be required for all Drama majors.

DePauw University: WGRE, DePauw 10-watt educational FM radio station, will move into new studios upon completion of the Student Union building now being erected on the campus.

Greenville College: A new recording and transcription studio is being provided on campus. Future plans call for the development of a campus broadcasting studio.

Hanover College: The new FM station now under construction at Madison, Indiana, will offer limited radio production facilities to students of Hanover College

Illinois State Normal University: New speech and hearing clinic facilities have been provided in the new Special Education Building. Miss Dorothy Eckelman will direct the clinical services in speech, and Dr. Glenn Taylor will be in charge of the hearing service.

State University of Iowa: The United States Children's Bureau of the Federal Security Agency, working through the Iowa State Services for Crippled Children and the University's Speech Clinic, has made available a limited number of fellowships in Audiology and Speech Pathology. The fellowships carry a stipend of $1,000 for the academic year plus remission of tuition during the fellowship year and the following summer session. Fellows are allowed to enroll for full-time graduate work. The fellowships are awarded on the basis of scholarship, clinical and technical aptitude, and professional interest in the field.

Lake Forest College: Facilities of the department have been augmented with the construction of a new outdoor summer theatre and a new 20-watt radio station, WLFC.

Lincoln University: A major in speech and drama has been added within the Department of English. Dr. Willis Pitts, A.M., University of Michigan, has been appointed Assistant Professor of English and Director of Discussion and Debate.

Marietta College: The Department of Speech, Drama and Radio has been authorized by the State of Ohio to certify students for the Specialist Certificate in Speech and Drama.

University of Minnesota: Closer relationship with the medical school has been established by the Department of Speech through the appointment of Dr. Spencer Brow, of the Department of Pediatrics, as a special instructor in the speech of the cerebral palsied.

University of Minnesotas St. Paul Campus: Beginning with the spring quarter, the University will offer a graduate-level seminar in listening com-

prehension. Professor Ralph Nichols will conduct the seminar, and it is hoped that from the course will emerge some of the research needed in identifying and refining those faculties which influence listening comprehension.

The World Book Company is scheduled soon to publish a widely-known standard test of listening efficiency. The test was developed by Dr. James I. Brown, who devoted more than a year of research and experimentation to the work:

Mundelein College: The department of drama has expanded its program to include a major in speech as well as in drama.

National College of Education: A radio course, offered in connection with Station WEAW, Evanston FM station, is being added to the curriculum.

Northern Illinois State Teachers College: Last summer, for the first time, NISTC was among the Illinois colleges which cooperated with the Division of Services for Crippled Children in an intensive program of speech re-education. Twenty-two children between the ages of five and thirteen, chosen because of organic speech problems, were housed in one of the women's dormitories from June 25 to August 6. Staff members, in addition to the director of the Speech Clinic, included the college physician, a nurse, the director of the dormitory, a psychologist, and critic teachers from the training school. Nearly twenty college students had the opportunity to gain student teaching experience in speech and correction, remedial reading, music, handicraft and recreation.

Northwestern University: With the fall quarter of 1950, Radio Station WNUR, an FM station under the direction of the School of Speech, began a regular program of broadcasting. Mr. Willis Butler, Instructor in Radio, is station manager.

The facilities of the Audiological Clinic have been considerably expanded by the construction of several conference, observation and testing rooms in the Speech Annex building.

University of Notre Dame: Within the next few years, the Speech Department will move into the new Liberal and Fine Arts Building.

Ohio Northern University: A radio station open house will be held on or about November 1. The first studio will be officially opened for transcription services at that time; the broadcasting services will be inaugurated at a later date.

Ohio University: The University's new Dramatic Art and Speech Building, housing the radio station, theatre, speech clinic, forensics and other activities, is nearing completion and should be ready for occupancy during the second semester of this year.

WOUI, the University AM and FM station, has made arrangements to feed broadcasts of this year's football games to a small network of three Ohio stations. University students, under the direction of Professor Vincent Jukes, are completely responsible for the announcing and engineering aspects of each broadcast.

Olivet Nazarene College: A new Department of Speech was instituted in the fall of 1948 offering a major leading to an A.B. degree in Speech. Professor George C. Moore is chairman of the department, and Miss Myrtle

Hooper (M.A., Colorado State Teachers College) is an instructor.

Within the past year, a Speech Auditorium has been completed which will seat 200 persons and is acoustically designed for radio broadcasting. The auditorium is also used for the one-act plays produced by Chi Sigma Rho, campus dramatic organization.

PHILLIPS UNIVERSITY: The University now offers a major in Speech, with emphasis on oral interpretation, public address and rhetoric.

SIMPSON COLLEGE: The College now offers a program in corrective speech and testing. In addition, the College operates a speech out-patient clinic, the only one of its kind in Southwest Iowa.

SOUTHERN ILLINOIS UNIVERSITY: A degree in radio is being offered for the first time this fall. Four radio studios, equipped with the latest types of speech input and recording devices, have been installed. The work in radio is under the direction of Buren C. Robbins.

UNIVERSITY OF TULSA: The newly-completed Student Activities Building will provide a large, air-conditioned ballroom which will allow a complete summer season of arena productions to be given next year.

UNIVERSITY OF WISCONSIN: The Department of Speech is planning to install an audience analyzer.

The legislation for speech proficiency for all students in the School of Education has been reconsidered so that every student must now show adequate speech for teaching. Mrs. Lorna Lengfeld and Mr. William White have been appointed to the staff to certify students for the Speech Committee, of which Professor Gladys Borchers is chairman.

WASHINGTON UNIVERSITY: A concentration in speech correction and clinical procedures will now be possible for students majoring in Speech. This new clinic is under the direction of Professor D. Kenneth Wilson.

FALL DRAMATIC PRODUCTIONS

UNIVERSITY OF AKRON: The first play of the season will be *Goodbye, My Fancy,* under the direction of Mr. Donald Varian.

ALBION COLLEGE: James W. Brock, director of the theatre, announces the following autumn schedule: *Arms and the Man,* October 13, 14; *Macbeth,* December 8, 9.

AUGUSTANA COLLEGE, SIOUX FALLS: The Augustana College Theatre, under its new director, Earl W. Mundt, is opening the season with *Arms and the Man.* Other productions will include *The Taming of the Shrew* and a Gilbert and Sullivan opera.

BALDWIN-WALLACE: *Laura* will be presented on November 2; and on February 17, *A Doll's House.*

CANTERBURY COLLEGE: Director Jere C. Mickel will produce Sheridan's *The Rivals* on November 2, 3 and 4.

CENTRAL MISSOURI STATE COLLEGE: Plays scheduled by Miss Irene Freeman, director, include *The Glass Menagerie* and *John Loves Mary.*

CLARKE COLLEGE: A series of one-act plays will be presented on October 25. On November 4 and 5, Henri Gheon's *St. Anne and the Gouty Rector* will be presented in arena style.

CONCORDIA COLLEGE, MOORHEAD, MINNESOTA: *The Winslow Boy* will be presented on November 17 and 18.

CULVER-STOCKTON: Miss Doris Davis announces presentation of *The Curse of an Aching Heart* on November 17.

DENISON UNIVERSITY: *Once in a Lifetime* will be presented November 7 to 11.

DEPAUW UNIVERSITY: The DePauw Little Theatre season will consist of four plays and an Opera Workshop production. Plays to be presented are *Harvey, The Madwoman of Chaillot, Romeo and Juliet* and *Goodbye, My Fancy.*

EARLHAM COLLEGE: *The Skin of our Teeth,* October 21, 27; *Dirty Hands,* December 8, 9.

HAMLINE UNIVERSITY: *The Silver Cord* will be presented on October 25, 26; and on November 30, *The Shoemaker's Prodigious Wife.*

HANOVER COLLEGE: Fall plays include *Pygmalion* and *Liliom.*

ILLINOIS STATE NORMAL UNIVERSITY: *The Hasty Heart* will be presented on October 26, 27 and 28. *Seventeenth Summer* will be presented on November 10.

UNIVERSITY OF ILLINOIS: The Illini Theatre Guild announces the following autumn schedule:

Arms and the Man.....October 18, 19, 20, 21, 28
Oedipus Rex.....November 7, 8, 9, 10
The Mad Woman of Chaillot..November 17, 18, 29, 30, December 1, 2
An Enemy of the People.....January 10, 11, 12, 13

INDIANA UNIVERSITY: The fall season will include the following three plays:

Biography.....October 20, 21, 27, 28
The Male Animal.....November 10, 11, 17, 18
Heartbreak House.....December 15, 16; January 19, 20

IOWA STATE COLLEGE: The Iowa State Players, under the direction of Frank E. Brandt, will present *Angel Street* on November 16, 17, 18. The Laboratory Theatre Players, under the direction of Joseph H. North, will present *The Cardiff Giant* on November 2, 3, 4, 8, 9, 10 and 11.

IOWA WESLEYAN COLLEGE: The College-Civic Theatre will present *Jenny Kissed Me* on September 27, 28, 29; *The Traitor,* on October 25, 26, 27; and *Two Blind Mice* on January 31, February 1, 2.

STATE UNIVERSITY OF IOWA: The fall schedule includes *Green Grow the Lilacs, The Adding Machine* and *Goodbye, My Fancy.* The Television Program of the Department of Speech and Dramatic Arts entails the production of a one-half hour dramatic show every two weeks and a general education program on alternate weeks. Students perform in acting, production, script writing, camera and direction capacities. Outstanding dramatic productions

have been TV performances of *Abraham Lincoln, The Importance of Being Earnest,* and the *Sherlock Holmes* series. A new dramatic series based on Hartzell Spence's *Get Thee Behind Me* is slated for January production.

Kansas State Teachers College of Emporia: The first play of the season will be *The Lady from Alfaqueque.* The play will be given an arena-style production, and will be presented on October 19, 20 and 21. *Curli-Q,* annual variety show designed to raise money for student scholarships in speech and music. will be staged October 26, 27 and 28. Over two thousand dollars was raised at the variety show staged last year.

Lake Forest College: *Laura* will be presented on October 24, 25, 26 and 27.

Lincoln University: Jean Anouilh's *Antigone* will be presented on November 10 and 11.

Marygrove College: *Years Ago,* November 3, 4; *What Every Woman Knows,* January 19, 20, 21.

MacMurray College: *The Lady Came to Stay* will be presented on November 29 and 30. On December 8 and 9, the Freshman One-Act Play Contest will be held.

Marietta College: *Dolly Reforming Herself* will be produced on November 2 and 4. *The Merry Wives of Windsor* will be presented the first week in December.

Miami University: *Goodbye, My Fancy* and Cocteau's *The Infernal Machine* are listed for fall production.

Midland College: *One Foot in Heaven* will be staged on November 16 and 17.

University of Minnesota: The following major productions will be staged during the fall semester:

The Indian Captive.....October 27, 28
Dark of the Moon.....November 10, 11, 13-19
A Phoenix Too Frequent, and
A Door Must Be Open or Shut.....December 1, 2, 4-10
East Lynne.....January 19, 20, 22-28

University of Michigan: The first offering of the drama division will be *A Midsummer Night's Dream,* directed by Valentine Windt. The play will run from November 1 through November 4 and is being staged in collaboration with the school of music and the department of physical education.

A special bill of student directed one-act plays will be staged November 23 and 24 in the Lydia Mendelssohn Theatre.

Mundelein College: *The Velvet Glove,* by Rosemary Casey, will be presented November 17, 18, and 19.

Northeast Missouri State Teachers Colleges *The Rivals* will be presented November 7, 8 and 9.

Northern Illinois State Teachers College: *The Heiress* and *The Night of January 16* are listed for fall production.

Northwestern University: Northwestern's theatre season opens on October 31 with a production of Alexander Knox's *The Closing Door.* Other fall plays will be *The Alchemist* and *An Enemy of the People.*

OHIO NORTHERN UNIVERSITY: *Belvedere* will be presented November 1-4; *The House of Rimmon*, December 11-14; and *Abie's Irish Rose*, January 23-26.

UNIVERSITY OF NOTRE DAME: *The Man Who Came to Dinner* will be presented the last week in November. *Gold in the Hills*, or *The Dead Sister's Secret* will be staged December 12-14.

OHIO UNIVERSITY: The School of Dramatic Art and the Convocations Committee are sponsoring performances of Cornelia Otis Skinner and Eva LaGallienne during the fall semester. Major productions listed are *Life With Father*, October 25-28, and *Jason*, November 6-9. A special production of *Julius Caesar* will be presented as one of the "Great Plays" series on January 18-20. The University Theatre will present a Miracle Play at an all-University Christmas convocation on December 13.

OLIVET NAZARENE COLLEGE: Among other one-act plays to be presented on the regular Saturday night speech programs will be John Erskine's *Henri's Enduring*, Wilder's *The Happy Journey*, and Mary Davies' *The Slave with Two Faces*.

NATIONAL COLLEGE OF EDUCATION: *Peter, Peter, Pumpkin Eater*, a play for children, will be presented at the College in November, and then taken on tour through communities near Evanston.

THE COLLEGE OF ST. THOMAS: *Our Town* will be produced in November.

SIMPSON COLLEGE: Fall plays are *Ladies of the Jury* and *Ethan Frome*.

SIOUX FALLS COLLEGE: *The Late Christopher Bean* will be staged November 9, 10 and 11. A series of experimental theatre one-act plays will be presented on December 8.

SOUTHEAST MISSOURI STATE COLLEGE: *The Heiress* will be produced November 9 and 10. For the first time, the department will bring in an outside group to augment the locally produced dramatics program. The Virginia Barter Theatre is presenting *Sun-Up* on November 27, and a second play, not yet selected, in March.

SOUTHERN ILLINOIS UNIVERSITY: *Born Yesterday*, the homecoming play, will be presented on October 20.

SOUTHERN STATE TEACHERS COLLEGE: Milne's *The Man in the Bowler Hat* will be produced on October 6; *An Inspector Calls*, on December 14 and 15.

TARKIO COLLEGE: Fall plays are *The Late Christopher Bean* and *Where the Deer and the Antelope Play*. The latter play will be an arena production.

UNIVERSITY OF TULSA: During the summer session, Professor George Kernodle produced Saroyan's *The Beautiful People*. *Marco Polo*, a children's play to be directed by Laurine Hager, is scheduled for production in November. Other fall plays will be Shaw's *Misalliance* and Molière's *Money Makes the Man*.

WABASH COLLEGE: The Scarlet Masque, campus dramatic organization, is planning production of a series of great plays, including *Volpone*, *The Rivals* and *Tartuffe*.

WILLIAM JEWELL COLLEGE: The William Jewell Players will present Agatha Christie's *Ten Little Indians* on November 17 and 18.

University of Wisconsin: Major productions will be *The Male Animal,* October 24-28, and *The Bartered Bride,* December 4-9.

Kenyon College: In connection with the celebration in honor of Robert Frost, Kenyon players presented Frost's *A Masque of Mercy.* The play was presented on October 5, 6 and 7. Odets' *Golden Boy* will be produced early in December.

PERSONAL NOTES

University of Akron: Dr. Ray H. Sandefur, formerly of the State University of Iowa, has been appointed chairman of the Department of Speech.

Miss Elizabeth Hittle has joined the staff as instructor in speech correction.

Albion College: James W. Brack received the doctorate from Northwestern University in August.

Augustana College, Sioux Falls: Earl W. Mundt has assumed the directorship of the Augustana Theatre, replacing Bob Snook. In 1949, Mr. Mundt was tour director for *The Hasty Heart,* the Broadway production which toured the Midwest under the sponsorship of the University of Minnesota.

Hugo A. Carlson, Chairman of the Department, delivered four lectures to the elementary teachers of Minnehaha County, on September 12 and 13, on the subject, "Corrective procedures for functional speech deficiencies among children."

Baldwin-Wallace College: *The Speeches of Queen Elizabeth,* a critical edition and translation by Professor George P. Rice, will be published by the Columbia University Press in April.

Culver-Stockton College: Doris Davis, Instructor in Dramatics, attended the second summer session at the University of Colorado.

Denison University: Dr. Lionel Crocker served as visiting professor of Speech at Michigan State College during the past summer.

DePauw University: Dr. Herold T. Ross, Chairman of the Department, is visiting numerous West coast schools and theatres while on sabbatical leave. Professor Robert Williams is acting head of the Speech Department during the absence of Dr. Ross.

Eastern Illinois State College: Mrs. Mildred Seperak Hofacker, who received the M.A. degree from Western Reserve University in 1941, joined the staff in September.

Goshen College: Miss Elaine H. Sommers, who received the M.A. degree from Michigan State College in June, has rejoined the staff.

Dr. Roy H. Umble, recently promoted to the rank of Professor of Speech, is the new executive-secretary of the Intercollegiate Peace Speech Association.

Hamline University: Mr. Charles S. Templer, Professor of Speech since 1925, retired in June.

Illinois State Normal University: New members of the staff are Dr. Glenn Taylor, Professor of Speech and Director of the Hearing Service, and Professor William Shaw, Technical Director of the University Theatre.

UNIVERSITYY OF ILLINOIS: Severina E. Nelson, Director of the Speech Clinic, has been promoted to the rank of Professor. King Broadrick has been promoted to the rank of Assistant Professor.

New faculty members are Associate Professor James C. Kelley, and Instructor Clara Behringer, Raymond E. Nadeau and Webster Smalley.

STATE UNIVERSITY OF IOWA: Professor A. Craig Baird was honored at a testimonial banquet sponsored by the Western Conference Debating League. Dr. John W. Ashton, Dean of Arts and Sciences at Indiana University, where the banquet was held, eulogized Professor Baird in an address, "Thirty Years with Craig Baird." Halbert E. Gulley, Director of Forensics at the University of Illinois and a former graduate student of Professor Baird's, presented him with a bound volume of testimonial letters from his former students and associates in the field of Speech. Eugene C. Chenoweth, Director of Forensics at the University of Indiana, then presented Dr. Baird with the Scroll of Honor which appears on the next page:

On May 29 the students in dramatic art, the staff of the Department of Speech and Dramatic Art, the Dean of the Liberal Arts, Dean of the Graduate College, Provost of the University, and the Director of the School of Fine Arts joined in honoring Professor Edward C. Mabie for his thirty years of leadership and guidance in the field of speech and dramatic art at the University of Iowa. Arnold S. Gilette reviewed the high points of Professor Mabie's career, and Dr. Earl E. Harper, Director of the School of Fine Arts, paid special tribute to his character, vision and leadership.

KANSAS STATE TEACHERS COLLEGE: Dr. Carl Bruder, of Columbia University, has been added to the staff. Dr. Bruder has specialized in drama and stage design.

MACMURRAY COLLEGE: Mr. Howard C. Hansen, Director of WMMC and Program Manager for IBS, has an article in the IBS Bulletin for October, 1950. He has also initiated a column devoted to discussion of the problems of campus radio stations.

MARIETTA COLLEGE: W. J. Friederich, together with John H. Fraser, head of the Art Department, has just published a book, *Scenery Design for the Amateur Stage* (MacMillan).

MIAMI UNIVERSITY: Miss Hortense Moore visited West Coast network radio and television broadcasts during the summer. She participated in local interviewing programs.

UNIVERSITY OF MICHIGAN: Winton H. Beaven, formerly chairman of the Department of Speech at Union College, Lincoln, Nebraska, joined the faculty as Assistant Professor in the field of public address at the beginning of the fall term.

At the June meeting of the Board of Regents, Valentine Windt and Garnet Garrison were promoted from Associate Professor to Professor. N. Edd Miller was promoted from Instructor to Assistant Professor.

A new book by Giraud Chester and Garnet Garrison, *Radio and Television,* was published in September. Professor Garrison holds the post of Director of Television.

Scroll Of Honor

Resolutions presented to Dr. A. Craig Baird at the Western Conference Debating League Tournament banquet at 6:30 p.m., Friday, March 31, 1950, Indiana University Union, Bloomington, Indiana.

Whereas, Dr. A. Craig Baird has fostered intercollegiate forensic activities for half a century, he has been associated with the Western Conference Debating League since its inauguration and he has pioneered in international debating, and

Whereas, Dr. Baird has made outstanding contributions to argumentation, debate, discussion, and public address through teaching in the classroom, directing scores of research studies in public address, writing several textbooks and numerous journal articles, and faithfully executing the duties of many professional offices, especially the presidency of the National Association of

Whereas, Dr. Baird has been and is continuing to be a source of inspiration to his thousands of students and his many colleagues in the Western Conference and the entire nation, therefore be it

Resolved, that the directors, students, and friends of the Western Conference Debating League honor Professor A. Craig Baird with appropriate recognition by presenting him a scroll bearing these sentiments, and letters of appreciation and commendation from his students and friends throughout the nation. Be it further

Resolved, that an account of the recognition here given to Professor Baird be included in the minutes of the Western Conference Debating League, and copies of the scroll be duly submitted to the editors of speech journals.

Affectionately presented.

David Ladd — CHICAGO
Herbert E. Gulley — ILLINOIS
Eugene Labenske — INDIANA
Merrill G. Baker — IOWA
William E. Howell — MINNESOTA
James H. McBath — NORTHWESTERN
Paul D. Carmack — OHIO
[illegible] — PURDUE

Harlan H. Bloomer, Director of the Speech and Hearing Clinic, has been granted a sabbatical leave for the second semester. He will spend the time in study and research.

Newly appointed teaching fellows in the department: Isabelle Barker, Stanley Berlinski and Keith Maxwell, in the Speech Clinic; Hazen Schumacher, production assistant in Television; George Crapeau, LaVerne Webber and Phyllis Pletcher, in Drama.

University of Minnesota: E. W. Ziebarth, Chairman of the Department, spent a substantial part of the summer as roving foreign correspondent for the Columbia Broadcating System. He worked in Scandinavia, Western Europe and Western Asia. He was the first radio correspondent to interview Prime Minister Kekkonen of Finland after the latter's return from Moscow, where he had negotiated the Russo-Finnish trade treaty. He was the only American to do a broadcast with the new Persian Prime Minister, Marshall Ali Razmara. His assignments took him to 15 countries.

Bryng Bryngelson, on leave during the spring semester, has been teaching at the University of Florida.

University of Minnesota:, St. Paul Campus: Two new Instructors have been appointed: Delmar Rodabaugh, formerly of Purdue University, and Roy Hooner, formerly Instructor in Speech, College of Science, Literature and the Arts, University of Minnesota.

Dr. Ralph G. Nichols will serve as chairman of the communications section of the Mid-Century Conference on General Education. The Conference, sponsored by the National Education Association and Florida State University, will be held at Tallahassee, Florida, Nov. 20-22.

At the Minnesota State Educational Association Convention on November 3 & 4, Dr. Nichols and Dr. James Brown will address sectional gatherings on "The Importance of Teaching Listening." The former will address the Vocational Agriculture instructors; the latter, the English teachers.

National College of Education: Professor Nellie McCaslin, Director of the Drama Department, plans the immediate publication of a book of dramatized folk tales, *More Legends in Action.*

Northern Illinois State Teachers College: Miss Irene Cherbony, graduate student from the University of Iowa, has been appointed Assistant Director of the Speech Clinic.

Margaret Wood and Lewis McFarland, both of whom received the doctorate in August from the University of Iowa, have been promoted to Associate Professorships.

University of Notre Dame: J. A. Fallon has been named Director of Radio Services and Administrator of WND, campus station. Edward A. Malcak, formerly of Northwestern University, has been appointed Instructor in Speech.

Ohio Northern University: Beverly Kennedy, Richard Suhr and Virginia White have been appointed to teaching posts in the department.

Ohio University: Casimir Schesky has been appointed Acting Instructor in Dramatic Art and Speech and Director of the Children's Clinic.

Thomas Ludlum has been appointed Acting Instructor in Dramatic Art and Speech and Assistant Debate Coach. He received his M.A. degree at

Ohio Wesleyan University and has engaged in further graduate study at Ohio State University.

Carlson Thomas, who received his M.A. degree from the University of North Carolina, has been appointed Acting Instructor in Dramatic Art and Speech and Director of Technical Theatre.

State Teachers College, Whitewater, Wisconsin: Dr. John F. Pauley, who recently received his doctorate at the University of Iowa, has joined the faculty of State Teachers College.

Southeast Missouri State College: Arthur Dorlag, on leave of absence while he attends graduate school at the University of Wisconsin, has been replaced by Jerry McNeely. Mr. McNeely will be in charge of the theatre courses and drama activities of the department.

Nebraska State Teachers College, Wayne: In August, Miss Lenore P. Ramsey, Chairman of the Department, made a trip to Zurich, Switzerland, to attend a meeting of university women.

University of Tulsa: James Randolph has been appointed Director of Radio. Mr. Randolph has been program director for KVOO, Tulsa's N.B.C. outlet, and KOTV, Tulsa's television station.

Bob Wells, who recently completed his M.A. degree at the University, has been appointed Program Director of the University's FM radio station.

Rod Jones has returned to the staff after a year of graduate study at Northwestern University.

Wabash College: Professor W. Norwood Brigance addressed the North Carolina State Education Association at Greensboro on October 12; and on October 27, he addressed the Nebraska State Education Association at Lincoln. At Greensboro, Professor Brigance spoke on "The Teacher's Heritage"; at Lincoln, on "Making Americans out of School Children."

Washington University: Professor Donald Bryant, who will be on sabbatical leave during the spring semester, plans to spend some months in England in research on Edmund Burke and the eighteenth century. The Bryants will sail for England early in March and will return in August.

D. Kenneth Wilson, who received the doctorate from Purdue University in August, has been appointed Assistant Professor of Speech and Director of the Speech Clinic.

Leland M. Griffin, who received the doctorate from Cornell University in August, has been appointed Assistant Professor in Speech and English.

University of Wisconsin: John V. Irwin has been appointed Professor of Speech. Professor Irwin is in charge of the Speech Correction program, both academic and clinical.

Professor Gladys L. Borchers addressed a conference of educators in Minot, North Dakota, on November 6. Dr. Borchers spoke on the subject, "Public Relations through Faculty-Student Cooperation."

Henry L. Ewbank, Jr. has returned to the University of Hawaii after spending the summer on research in the Library of Congress and the New York Public Library.

THE 1950 NATIONAL QUESTIONS COMMITTEE

GLENN R. CAPP, *Baylor University*

The results of the vote on the National Discussion and Debate Topics for 1950-51 are listed below. The basis for the vote was four points for each first place, three for second, two for third, and one for fourth; thus the first listed topics in each list were chosen for the 1950-51 forensic season.

DEBATE

Rank	*Topic*	*Vote*
1st	Resolved, That the non-communist nations should form a new international organization.	856
2nd	Resolved, That President Truman's point four program should be adopted.	669
3rd	Resolved, That the Federal Government should discontinue the policy of deficit financing.	663
4th	Resolved, That the Federal Government should adopt the essential principles of the Brannan Plan.	648

DISCUSSION

1st	What should be the responsibility of the Federal Government for the welfare of its people?	887
2nd	What should be our policy toward subversive activities in the United States?	756
3rd	What should be the foreign policy of the United States concerning communism?	643
4th	How can mankind obtain the potential benefits of atomic energy?	554

The revised plan of procedure for the committee on intercollegiate debate and discussion went into effect with the present committee. The principal changes from the former procedures follow:

(1) The committee is now composed of one member from each of the four cooperating forensic societies — Tau Kappa Alpha, Delta Sigma Rho, Phi Rho Pi and Pi Kappa Delta — and one member appointed by the president of the Speech Association of America.

(2) The committee members meet during the months of May or June to decide on topics and phrase the questions for discussion and propositions for debate. Formerly this work was done through correspondence.

(3) Chapters of the forensic organizations and unaffiliated schools now vote on fully stated propositions for debate and questions for for discussion rather than broad topics.

In brief, the following procedures apply:

(1) All suggestions for topics must be submitted to committee members by May first.

(2) The committee meets to decide on topics and phrase them prior to July first.

(3) The debate propositions and discussion questions are submitted for preferential vote not later than August first.

(4) The topics must be announced by September 10th.

Working under these regulations, the following committee members met in St. Louis, Missouri, on June twenty-third and twenty-fourth, 1950 and phrased the topics listed above: T. Earle Johnson, University of Alabama, for Tau Kappa Alpha; William Howell, University of Minnesota, for Delta Sigma Rho; Glenn L. Jones, Pueblo Junior College, for Phi Rho Pi; Glenn Mills, Northwestern University, representing Speech Association of America; Glenn R. Capp, Chairman, Baylor University, for Pi Kappa Delta.

The committee considered seriously the frequency with which topics and debate propositions were suggested by various schools. Experts were called in for consultation and the librarians of St. Louis Public Library assisted in locating information important to the deliberations of the committee. The committee members were unanimous in their opinions that the problems relative to selecting topics can best be met by a meeting rather than through correspondence.

The broadness of the debate proposition was discussed thoroughly at the St. Louis meeting. The committee members felt that a broad topic of this nature subject to several legitimate interpretations would be preferable to a statement narrow in cope. It was felt that such a statement of the proposition would encourage a thorough investigation and would give the advantage to those students doing the greater research and the more intelligent analysis.

The regulations under which the committee operates prevent issuing any official interpretation. The committee members felt that debaters could interpret the questions as they pleased so long as they were able to justify their interpretation and analysis. Under the terms of the proposition, the debaters might easily propose the new international organization as an additive, supplementary, or as an organization to replace the United Nations. The negative team then must be prepared to meet whatever type of new international organization the affirmative presents. It is hoped that this general type of topic will encourage thorough analysis and careful research and make for improved debating throughout the debate season.

MID-CENTURY SPEECH CONFERENCE

The Mid-Century Speech Conference of the SPEECH ASSOCIATION OF AMERICA which is to be held this year at the Hotel Commodore and Roosevelt in New York City on December 27, 28, 29 and 30 promises to be the largest and most interesting in the Association's history. SAA is meeting

jointly with the American Educational Theatre Association, the Committee on Debate Materials of the National University Extension Association, and the National Thespian Society. Joint programs have been planned with the National Society for the Study of Communication, the National Discussion Foundation, the American Forensic Association, the New York Society for General Semantics, and the American Dialect Society.

Eight general sessions and more than a hundred sectional meetings covering all of the areas of the field of speech will feature addresses, demonstrations and discusions by specialists from educational institutions from every part of the country. Representatives of the American Government, the United Nations, and many national and international organizations will take part.

The main speaker at the Associations Luncheons at which SAA will honor its founders and early officers will be Senator Wayne Morse of Oregon, a former professor of speech. Such prominent educational leaders as Earl J. McGrath, United States Commissioner of Education, and Willard E. Givens, Executive Secretary of the National Education Association, will make important contributions to the convention program.

Other speakers prominent in professions closely related to the field of speech will include such figures as Foy D. Kohler, Director of the *Voice of America;* William Agar, Department of Public Information of the United Nations; Victor Reuther, United Automobile Workers; Chester I. Barnard, the Rockefeller Foundation; Mrs. Lois S. Johnson, Editor of the American Junior Red Cross *News* and *Journal;* Clyde Kluckhohn, Professor of Anthropology, Harvard University; Albert Crews, the Protestant Radio Commission; Dr. R. J. McCracken, Riverside Church, New York City; Thomas C. Pollock, Dean of Washington Square College, New York University; and such famous figures in the fields of radio, television and theatre as Lowell Thomas, Charles A. Siepmann, Paul Lazarsfeld, Worthington Minor, Barrett H. Clark, and Robert Edmund Jones.

Papers and discussions covering a wide range of topics will be featured at a number of sectional meetings on the Linguistic and Scientific Aspects of Speech; Speech and Hearing: Pathology and Therapy; Oral Reading and Interpretation; Radio and Television; Theatre; Speech Education; and Rhetoric and Public Address.

Many special events have been planned for the entertainment of the membership during their stay in New York City, including conducted tours of the United Nations and Downtown Manhattan. The Languild Convention Service will cooperate with our convention meetings in obtaining tickets for theatres, concerts, television and radio broadcasts, and information about restaurants, night clubs, shopping, exhibits, museums, transportation, and sightseeing *free of charge* to our members.

Although the members of SAA and AETA will have received the summer brochure announcing the convention, your cooperation in urging the members to call to the attention of their colleagues and friends the features

of the Mid-Century Speech Conference will be deeply appreciated by the convention committees.

John B. Newman
Queens College
Public Relations Committee, SAA

REPORT ON THE 1950 CONVENTION

Paul Moore

The Central States Speech Association held its mid-century conference on April 14 and 15 in collaboration with the Ohio Association of College Teachers of Speech, at the Deshler-Wallick Hotel in Columbus, Ohio. The statistical summary and reports of the business meetings which form a part of this convention review, are impressive enough. The real stimulus or significant contribution of such a meeting, however, is most completely recorded in the memories of those who attended. Conventions, like bath tubs, benefit those who use them.

The opening general session of the conference accomplished three objectives: first, it stressed the importance of C.S.S.A. in relation to the three national speech organizations, Speech Association of America, American Speech and Hearing Association, and American Educational Theatre Association. The Central States Association was fortunate to have Horace Rahskopf, University of Washington, president of the S.A.A. representing that organization; Wendell Johnson, University of Iowa, speaking in behalf of the A.S.H.A. as its president; and Barnard Hewitt, University of Illinois, representative of the A.E.T.A.

The second objective was to stimulate the thinking of all through the presentation of an issue of vital importance to speech teachers. Clarence T. Simon, Northwestern University, focused the issues on both sides of the debate over the division of speech into professional interest organizations in his keynote address, "Fission or Fusion." (See p. 33)

The third objective of the meeting was to explain and to give a prominent place to "work-conference" procedures which were used for the first time in a C.S.S.A. convention. This was carried out by a panel of speakers under the chairmanship of John Keltner, University of Oklahoma.

After a brief business meeting, the attention of all delegates, except those taking part in the work-conference seminars, was directed to the situation in Speech at the state level. Frank Knower, Ohio State University, presented "Speech Education in Ohio;" Jeanette Watkins and Harriett Olson, Champaign Public Schools, discussed "Speech Correction in Illinois;" and Hayden K. Carruth, University of Michigan, gave the results of "A Survey of Speech in the Secondary Schools of Michigan." This session was climaxed by Horace Rahskopf, president of S.A.A. speaking on "A Mid-Century Speech Philosophy."

Most teachers attend conventions to increase their knowledge and to improve their techniques. Sectional meetings traditionally satisfy these interests. In the conference reported here, there were fifteen sectional meetings covering all phases of speech, and in addition, there were four work conference seminars in session throughout the conference. The sectional meeting and the seminars occupied most of the convention time. Each of the participants and his contribution should be mentioned; however since there were 79 in the sectional meetings and at least 23 others deserving special comment in the work conference, even a simple listing is prohibited by the lack of space.

A special feature of this conference was a short course in "Speech Problems of the Brain Injured Child" taught by Martin Palmer, University of Wichita, with the collaboration of Dr. Winthrop Phelps, internationally known authority on cerebral palsy. Persons completing the course could receive credit toward membership advancement in the A.S.H.A. if they desired to do so.

Another special event was the Coffee Hour, "Honoring Departmental Chairmen," to which all speech department chairmen had been invited. This hour was designated as a time when students and others would have an opportunity to meet these chairmen. The Ohio Association of College Teachers of Speech and Ohio State University sponsored the session.

The conference luncheon meeting was noteworthy because Mr. L. R. Boulware, vice-president of General Electric Company in charge of employee relations, was the speaker. His address, "Freedom and Plenty" was a stimulant and a challenge to thinking on present political and economic problems.

On Friday night, April 14, the conference was treated to an arena production of Maxwell Anderson's "Joan of Larraine." The production was done by the Players from Ohio Wesleyan University under the direction of D. C. Eyssen and through the courtesy of R. C. Hunter, chairman of the Speech Department.

The conference concluded with a general session on "The Promotion of Speech in the High Schools" under the sponsorship of the Ohio Association of College Teachers of Speech. The chairman was Elden T. Smith, president of the sponsoring organization and the panel of discussants included Max Goodson, Assistant Dean of Education, Ohio State University; A. E. Rupp, Superintendent, Cambridge Public Schools; E. Turner Stump, Kent State University; Dorothy Herbst, Dayton Fairview High School; and Mrs. Fred Hart, Akron Public Schools.

A report of this type would be incomplete without reference to one of the most important aspects of conferences; the renewal of old friendships and the formation of new ones. Many in attendance remarked about the friendly atmosphere of the whole meeting. The work of the Ohio teachers toward this end was effective and greatly appreciated.

REVIEW OF THE FINANCIAL STATUS of the CENTRAL STATES SPEECH ASSOCIATION

The retiring Executive Secretary assumed office in May 1947 and served the three year period concluding in 1950. Audited accounts of the Association showed a cash balance of $185.60 in May 1947; $375.56 in March 1948; and $760.28 in April 1949.

Throughout the years 1947-1950 membership dues in the Association have been $2.00. When the members of C.S.S.A. approved the publication of the *Central States Speech Journal* in 1949, consideration was given to the probable need for increased revenues. The Executive Committee believed the interests of the Association would best be served by inaugurating increased membership dues and a convention fee after the first year of publication. The revised Constitution of C.S.S.A. was approved by the membership fee of $5.00. A Conference Fee of $1.50 has likewise been established and applies to basic members and non-members who attend the annual Conference of the Association.

Memberships in the Association on August 1, 1950 numbered 467. Expiration dates for the present members in good standing are: (a) prior to the publication of the Fall Journal, 123 members; (b) prior to the publication of the Spring Journal, 327 members; (c) after the publication of the Spring Journal, 17 members.

It is quite clear that the basic membership fee and the convention fee will not alone insure the financial soundness of the Association. The sustaining memberships appear to be the answer to the requirements of the Association.

A summary of receipts and expenditures of the Association is here presented for the fifteen month period from April 27, 1949 to August 1, 1950. The accounts have been formally audited and approved through March 29, 1950 by the Columbus, Ohio audit committee: John W. Black, chairman, J. Garber Drushal, and Paul A. Carmack.

Summary of Income and Expenditures For the Period April 27, 1949 to August 1, 1950

Income

(April 27, 1949 to March 29, 1950)

Omaha Convention Memberships, 1949	$ 587.25
Exhibitors, Omaha, 1949	120.00
Advertising, November 1949 Journal	176.60
Memberships, 1949-50	542.00
Single Issue of Journal	.50

Exhibitors, Columbus, 1950	40.00	
		$1466.35
(March 30, 1950 to August 1, 1950)		
Columbus Convention Memberships, 1950	$ 298.00	
Exhibitors, Columbus, 1950	40.00	
Advertising, March 1950 Journal	284.60	
Memberships, 1950-51	198.50	
		$ 821.10
		$2287.45

Expenditures

(April 27, 1949 to March 29, 1950)

Exhibit Tables Fee, Hotel Fontenelle	$ 100.00	
Local Arrangements Committee, Omaha	19.38	
President, 1948-49, Secretarial and Postage	126.02	
Editor, Postage, Mailing Journals	75.00	
Exec. Sec'y., Printing and Mimeo.	229.45	
Printing, Nov. 1949 Journal	602.77	
Exec. Sec'y., Stationery, Office supplies	125.79	
Exec. Sec'y., Mailing Permit	10.00	
Exec. Sec'y., Postage	154.10	
Exec. Sec'y., Secretarial	133.75	
Exec. Sec'y., Telephone	1.05	
Bank Service Charge	.92	
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